The Journal of the National Education Association
February 1972

TODAY'S EDUCATION

All week long, Gary Paine stops vehicles with a computer.

He's working to put an improved vehicle on the American road. Not just for himself, but also for the future of his "Little Brother," Jon Henderson.

Big Brother Gary Paine is an engineer at the research laboratory of AC Spark Plug Division in Flint, Michigan. His current project, the Wheel Lock Control System, is part of GM's Engineering Safety Vehicle (ESV) program.

Gary is programming an analog computer (a device for simulating real situations on a wiring circuit) with actual vehicle braking conditions. Once wired, almost any driving condition may be duplicated and the effects measured.

In this way, he's working on braking system designs which under most conditions will further reduce vehicle stopping distances while improving vehicle stability and handling.

Gary and Jon are in the Big Brother program: a non-profit organization that matches fatherless boys with "Big Brothers"; then plans activities and encourages a close and lasting relationship.

For two years now, he and Jon have been sharing part of their lives in such activities as camping, skiing, tobogganing, motorcycling, football games and—yes, a little schoolwork, too.

Gary Paine is a warm and generous person with genuine concern for others. He's an example of the kind of interesting people that make GM work.

GM
MARK OF EXCELLENCE

General Motors

Interesting people doing interesting things.

NOTE: This advertising is being sponsored by General Motors in several youth publications. It is hoped that the subjects featured will serve to increase teenager interest in scientific studies and can be used, perhaps, to show how the things your students are learning are utilized in actual industrial activities. Reprints of this ad are available upon request. Simply write to General Motors, Advertising & Merchandising Section, P. O. Box 5446, Detroit, Michigan 48211.

TODAY'S EDUCATION

February 1972, Vol. 61, No. 2
The Journal of the National Education Association

CONTINUING FEATURES

After All 72
Classroom Incident 63
Convention 66
For Your Information 12
Idea Exchange 60
Let's Be Creative 56
Local Association of the Month 62
Membership Poster 11
NEA Special Services 14
NEA-Sponsored Programs 12
New NEA Publications and Audiovisual Materials 65
News and Trends 3
Research Clues 64
Searching Mind 50
Teacher Opinion Poll 10
Unfinished Story 61
What's the Score on 59
Your Personal Finances 57
ZIP Code 20036 6

Editor: Mildred Sandison Fenner
Managing Editor: Walter A. Graves
Senior Assistant Editor: Marion B. Tucker
Assistant Editor: Marshall O. Donley, Jr.
Editorial Associates: Betty M. Murray, Elizabeth Einsiedler, Hazel L. Eldridge
Editorial Assistants: Marian S. Clayton, Nancy Needham

Publisher: John D. Sullivan
Production and Business Manager: Joseph A. Perez
Circulation Manager: R. K. Butler, Jr.
Advertising Manager: Robert F. O'Connor

Design by Chris Stansbury

Published monthly except June, July, and August by the National Education Association of the United States, 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000. TODAY'S EDUCATION® goes to all members of the Association. Annual subscription price $1.05 (included in membership dues and available only as a part of membership). Single copies 80¢ each. Second-class postage paid at Washington, DC, and at additional mailing offices. Copyright © 1972 by the National Education Association of the United States. All rights reserved.
POSTMASTER: PLEASE SEND POD FORM 3579 (CHANGE OF ADDRESS) TO NATIONAL EDUCATION ASSOCIATION, 1201 16th ST., N.W., WASHINGTON, DC 20036.

SPECIAL FEATURES

Drug Education 33
U.S. Office of Education

Professional Associations and Improvement of Instruction: A Dialogue with Dan Austin, Edna Donley, Michael J. Fleming, John Fouts, Thelma Horacek, and Patricia Mervyn 42

The NEA-Sioux City Project 45
Shirley Day

ARTICLES

Thousands of Classroom Poets 18
Debra Stein

Rapping in Sumter High 21

Failure in First Grade 24
Mary M. Harris

The Great Valentine's Day Hoax 26
Josephine Adamo Kennedy

The Frustration of College Professors 28
Bert I. Greene

Assaults on Teachers 30

Independent Travel-Study for Credit 41
Robert E. Gabler and John G. Westover

The 1972 Elections 47
Rosaline Fisher

Technology and a Time of Crisis 50
Edgar M. Cortright

Selecting Instructional Materials 53
E. B. Palmer

Composing Melodies and Two-Part Chants 56
Sharon Falk

Full Service Banks 57
Ellen Key Blunt

Programmed Learning 59
Phil C. Lange

Representative Assembly in Atlantic City 66

COMING:

A conversation between NEA President Donald Morrison and four innovative teachers

Study in a foreign land that put culturally different students on an equal footing with their majority-group classmates

What to do when your child gets in trouble with the law—a special briefing for parents

Five common misunderstandings about the thinking and learning of preschool children

Higher education for all—is it worth the price?

Read up to 50% faster in only two weeks

Put a finger on your lips while reading this sentence: *People who read rapidly absorb more and remember more too.*

Did you notice any lip movement?

Place a finger on your throat and read: *The art of efficient reading is acquired through practice.*

Perhaps you felt your Adam's apple move. Or a quiver in your vocal cords.

This is called "subvocalizing"; that is, unconsciously forming words with your lips or in your throat. It's one of several common reading faults that keep most adults from reading faster than today's average eighth grader.

Poor reading habits like this may be cutting your reading speed in half. They may be depriving you of half the books you want to read...half the professional material you ought to be covering. If your school-age children have the same faults, they may be taking twice as long to cover their work—or managing only half of it.

The pity is that with a little practice at home you could correct these faults and vastly improve your reading ability... through the new Book-of-the-Month Club Reading Improvement Program, sponsored by Rutgers University.*

In fact, you could be reading 50% faster in only two weeks.

Rapid readers retain more

Do you frequently find yourself forgetting things you've read only hours or even minutes before? Names in a news story, for example. Or the contents of a memorandum. Or the quotable line in a book you just put down.

Surprisingly enough, this may happen because you read *too slowly*. Actual tests show that when you read slowly, both your eyes and your mind tend to wander. Your concentration slackens. With rapid reading, however, attention is focused on the page, and concentration is greatest. Once considered superficial skimmers, rapid readers score consistently higher not only in speed but in comprehension and retention as well.

Try it at home—free

Mail the coupon below, and you may use the program for two weeks at home, without cost or obligation. See how easily you can correct the faults that may be holding you back...how quickly you can increase your speed, comprehension and retention.

You'll be working with the most advanced materials and techniques, including a remarkable aid called the *Reading-Pacer*. (There is no charge for this $50 precision instrument if you complete the course.) Now standard equipment in thousands of schools and reading clinics, the Pacer has proved to be the best device available for training the eye to read at ever-increasing speeds.

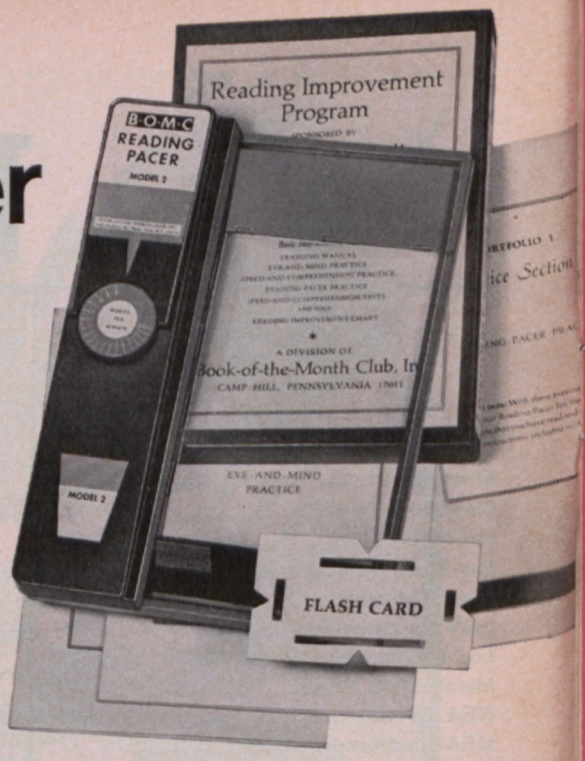
Go on to double or triple your speed

If you're happy with your progress, and wish to continue the course, you can go on to double your reading speed, and possibly triple it. Practicing only fifteen minutes a day, you will learn:

- How to find which of seven "brakes" may be holding you back and eliminate them
- How to digest the contents of a 58-page newspaper in twenty minutes
- How to take advantage of your mind's uncanny ability to *anticipate* words
- How to take in more words at a glance (right now you are probably managing only one-fourth of what you could do)
- How to "skip read"—an invaluable aid for digesting trade and technical matter
- How "previewing" a non-fiction work by examining its table of contents and index can help you read it in half the time
- How to speed through especially difficult material: financial treatises, legal documents, tax forms, etc.

These techniques can save you precious hours in getting through the heavy daily reading every professional faces. In fact, more than 100,000 people—including executives, students, families studying together — have taken the course with excellent results.

*During its seven-year development, this program came to the attention of Rutgers University. A committee of five reading experts from the Rutgers staff reviewed the program's content, and as a result of their report the University decided to become official sponsor of the project.



The $50 Reading-Pacer trains and compels your eyes to read at accelerating speeds. It is yours free if you complete the course.

Mail coupon today for a free trial

Let us send you the first portfolio of the program for two weeks' free trial. We'll also send the $50 Reading-Pacer under separate cover. If at the end of two weeks you are not reading 50% faster—or do not wish to continue for any reason — return the materials, and pay nothing.

If you decide to continue, we'll bill you only $5.75 (plus a charge for postage and handling) for the first portfolio and the same amount for each of the twelve remaining portfolios as they are sent. (There is an additional mailing charge for the Reading-Pacer.)

Please note: This ad is 837 words long. Most Americans would have spent about four minutes reading it—at a speed slightly higher than an eighth grader's. If you think it took you even half that, it would be a good idea to mail the coupon today.

Reading Improvement Program
Administered by Book-of-the-Month Club, Inc.
280 Park Avenue, New York, N.Y. 10017 **2-Y197-2**

Please send me the first portfolio of the Reading Improvement Program for two weeks' free trial. At the same time send me the Reading-Pacer, without charge, in a separate package. If at the end of the trial my reading speed has not increased by 50%—or if I do not wish to continue the course for any reason—I may return the materials, with no further obligation. If I decide to continue, you will bill me $5.75 (plus a charge for postage and handling) for the first portfolio and the same amount for each of the twelve remaining portfolios as they are sent. (There is an additional mailing charge for the package containing the Reading-Pacer.) I understand there will be no separate charge for the Reading-Pacer (retail value $50) if I complete the course, but if at any time after the two-week trial period I decide not to continue, I will pay a third of the Pacer's retail value, namely $16.66, at the time of my cancellation.

MR. }
MRS. } .....
MISS } (Please print plainly)

Address.....3

City & State.....*Zip*.....

NEWS AND TRENDS

Great Majority of Americans Oppose School Busing

Seventy-six percent of the public oppose busing white and black children from one school district to another, according to a recent Gallup Poll. The survey reported that only 18 percent of those polled favored such busing.

Among the reasons given by those opposing busing were (a) children should go to school where they live; (b) busing is a needless expense; the money could better be directed at improving the quality of education for both races; (c) long trips are hard on children and a waste of time.

Whites oppose busing regardless of their geographical location, the poll revealed. Breakdown by location was: East—71 percent against, 22 percent in favor; Midwest—77 percent against, 16 percent in favor; South—82 percent against, 14 percent in favor; Far West—72 percent against, 21 percent in favor. Blacks were almost evenly divided in their opinion about busing, with 47 percent against busing and 45 percent in favor. Those who favored busing felt it would upgrade the quality of education for blacks and eventually improve race relations.

In releasing the figures, the Gallup Poll cautioned that "opposition to busing should not be linked to racial animosity." Previous Gallup Polls showed that most Americans supported the U.S. Supreme Court's 1954 ruling against segregation.

Performance Contracts Achieve Little, Study Says

Performance contracts have produced no overall student achievement gains in reading and mathematics despite the fact that company-run programs cost more than regular public school instruction (though about the same as remedial programs), according to the Rand Corporation.

Findings from a $300,000, 16-month evaluation study by Rand, conducted for the U.S. Office of Education, are the most extensive yet made public on performance contracting. The Rand study dealt in detail with eight company-run programs in five school districts and briefly with 15 other performance contracts.

A valuable result of performance contracting, according to Rand, was its ability to introduce change, particularly in getting greater individualized instruction into the classroom and in adding programmed materials and teacher aides.

College Can Be Shortened, Commission Concludes

Because high schools are now providing the training once given first-semester college freshmen, four years are no longer needed for a bachelor's program. This is the conclusion of a report made to Princeton University recently by the chairman of its Commission on the Future of the College. Secondary school training provides "at least the equivalent of one semester of college work," the report says.

Report Charges Neglect of Gifted Children

The schools are failing to serve the needs of the nation's 1.5 to 2.5 million gifted and talented children, according to a report made to Congress under requirements of the Elementary and Secondary Education Act Amendments of 1969.

"Only a very small percentage" of these children are being properly served, the report says.

The report indicates that education of the gifted and talented is a very low priority at federal, state, and local levels, that high costs of such education hampers identification of the gifted, and that these children—particularly those from disadvantaged families—can suffer permanent impairment of their abilities because of the neglect.

College Enrollment May Double by Year 2000

The Carnegie Commission on Higher Education predicts that enrollment in American colleges may double between 1971 and the year 2000 and that the nation will need some 300 additional institutions by then.

Enrollment will climb to between 16 and 17 million students, according to the Commission. It said that two-thirds of the new institutions needed will be two-year community colleges, mostly in metropolitan areas.

Teen-Agers Use More Alcohol Than Pot

A long-term study in San Mateo County, California, indicates that alcohol usage among teen-agers still exceeds use of marijuana. The study, underwritten by the National Institute of Mental Health, covered more than 35,000 students in 1971. Similar studies have been made in the county every year since 1968.

The 1971 survey showed that 74 percent of high school freshman boys said that they had used alcohol at least once during the year preceding the study; senior boys' usage was 83.6 percent. For girls, the percentages were 68.3 for freshmen and 79.1 for seniors. In contrast, use of marijuana at least once was 44.4 percent (freshman boys), 40.5 percent (freshman girls), 59.1 percent (senior boys), and 48.3 percent (senior girls). According to the survey, 17.6 percent of seventh grade boys said they had smoked marijuana and 55.1 percent said they had drunk alcohol.

Young Black Students Below Average in Science

Young blacks are 12 to 16 percent below the national average in scientific knowledge and skills, the National Assessment of Educational Progress said in its latest report. Median scores of blacks in the four age groups surveyed—9, 13, 17, and young adults (26-35)—fell below the national median. The deficits were 15 percent for age 9, 15 percent for age 13, 12 percent for age 17, and 16 percent for young adults.

On the whole, black students did best on those science exercises which depended on daily experience and common knowledge (such as what happens to energy from burning gasoline in car engines) and most poorly on those exercises which involved a detached research attitude toward the objects and phenomena of science.

Assessment analysts find that blacks lag behind other young Americans less when their scores are adjusted to allow for parental education and for the type of community and geographic region where they live. With these adjustments, blacks' scores at the various age levels fall between 7.7 percent and 11 percent below national averages.

NEA Reporter Gives Association News

For news and trends in local, state, and national education associations, see current issues of the NEA Reporter. Members in some unified states receive Reporter news through joint NEA-state association newspapers.

04370

03316

03472

03415

04219

04118

03292

12039

11672

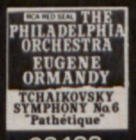
04341

RCA STEREO 8 TAPE CLUB

Fabulous Savings!

Spectacular Get-Acquainted Offer!

00222



03422

03313

Take Any **6** **STEREO 8 TAPE CARTRIDGES**

For Only **99¢**

You merely agree to select as few as six more hits at regular Club prices in the year ahead from hundreds to be offered.

12015

22875

23343

00046

23271

10071

03842

10157

04317

13748

13505

03692

00100

13603

13611

13296

13612

04311

13793

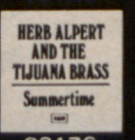
04379

10143

13504

01987

13322



23176

04376

13365

13503

03542

04162

Enjoy Top Savings On Top-Hit Stereo 8 Tape Cartridges!

Start Saving Now! Take any 6 tape cartridges for only 99¢ with short trial membership in the RCA Stereo 8 Tape Club. Indicate the tapes you want on the coupon and mail it today.

Free Magazine! Free Choice! Illustrated MEDLEY regularly brings you news of over 350 selections in each issue and features a Selection of the Month in your favorite music category. Take only the tapes you want — no monthly purchase required. You merely agree to buy 6 more tapes within a year, from hundreds to be offered, at regular Club prices — usually $6.98. Choose from top labels like RCA, A&M, Reprise, Atlantic, Atco, Warner Bros., London, Parrot, Decca, Mercury, Bell, Dunhill, Uni . . . over 40 more!

Automatic Shipments! To get the Selection of the Month in your favorite music category, you need do nothing; it will be sent automatically. If you want other selections, or none, advise us on card always provided and return it by the date specified.

Cancel whenever you wish after completing your membership agreement by notifying us in writing. If you remain a member, you choose 1 tape FREE for every 2 you buy at regular Club prices . . . a saving of one-third! (Small shipping-service charge is added to each order.)

Free 10-Day Trial! You must be delighted or return your 6 hit tape cartridges with no obligation. You've nothing to lose, so fill in the coupon and mail it today!

RCA

SC309 TRADEMARKS USED IN THIS ADVT. ARE PROPERTY OF VARIOUS TRADEMARK OWNERS.
• TMK(S) ® RCA CORPORATION.

TWIN SETS

Each has double the music — but counts as one selection!

TWIN SET

04204

TWIN SET

13795

TWIN SET

04073

TWIN SET

01756

TWIN SET

21660

TWIN SET

04359

SEND NO MONEY — MAIL COUPON TODAY!

Mail to: RCA STEREO 8 TAPE CLUB, P.O. Box RCA 1, Indianapolis, Ind. 46291

Please accept my membership application in the RCA Stereo 8 Tape Club and send me the 6 hits I have chosen for 99¢. I agree to buy as few as six more at regular Club prices within a year, after which I may cancel my membership. **I understand I may refuse the automatic shipment of each Selection of the Month, order other selections, or none, by returning the dated card always provided.** (Small shipping service charge is added to each order.)

RUSH ME THESE 6 SELECTIONS (Indicate by number):

I am most interested in the following type of music—but I am always free to choose from every category (check **one** only):

☐ **Popular** (Instrumental/Vocal Moods) ☐ **Country & Western** ☐ **Classical**
☐ **Today's Sound** (Rock/Soul/Folk) ☐ **Broadway-Hollywood-TV**

☐ Mr. ☐ Mrs. ☐ Miss .....Phone (.....).....
(Please Print) Area Code

Address.....

City & State..... Zip..... S-AP T-C

Limited to new members, continental U.S.A. only; one membership per family.

ZIP CODE 20036

The ideas and opinions expressed in this monthly feature are those of the writers and not necessarily of the NEA. ZIP Code 20036 is primarily a forum for NEA members. Therefore if you are currently a member, please paste the mailing label from one of your recent copies of Today's Education *at the top of your ZIP Code letter. Please also indicate your school, position, and home address.*

Today's Education Is with It

Today's Education seems to have taken under consideration vital issues that most teachers have long since dismissed as incomprehensible.

For example, teachers generally treated the topic of pollution as a fad. Your special feature dealing with pollution (September) is an important step in delineating where NEA stands on the validity of pollution as a topic in school.

Likewise, a recent issue containing a discussion of sex discrimination ("Sex Discrimination in Schools," November) illustrates that you continue to deal seriously with the basic ills of the public education system.

Hopefully, if you continue to provide such incisive articles, you will shame some frightened, hardened, and self-satisfied teachers into reevaluating their relationship with students.

But of even greater promise, perhaps beginning teachers or veteran teachers who are discontented with the job the schools are doing will see more clearly how honesty, spontaneity, and humaneness in dealing with the events of the school day can lead to a rearrangement in favor of everyone concerned.

—Roger Wayne Moss, *part-time teacher of environmental science, the Alternative School Project, suburban Philadelphia.*

Locker Searches

I read your article "Locker Searches and the Law" (November) to our class in civil liberties, composed of tenth, eleventh, and twelfth graders. I thought that their responses would be of interest to you.

Of the 16 students who reacted, 14 think that school authorities have the right to search lockers. Their main reasons are: public safety and the authority of the school. Several responded that they feel the student should be present at the time of the search.

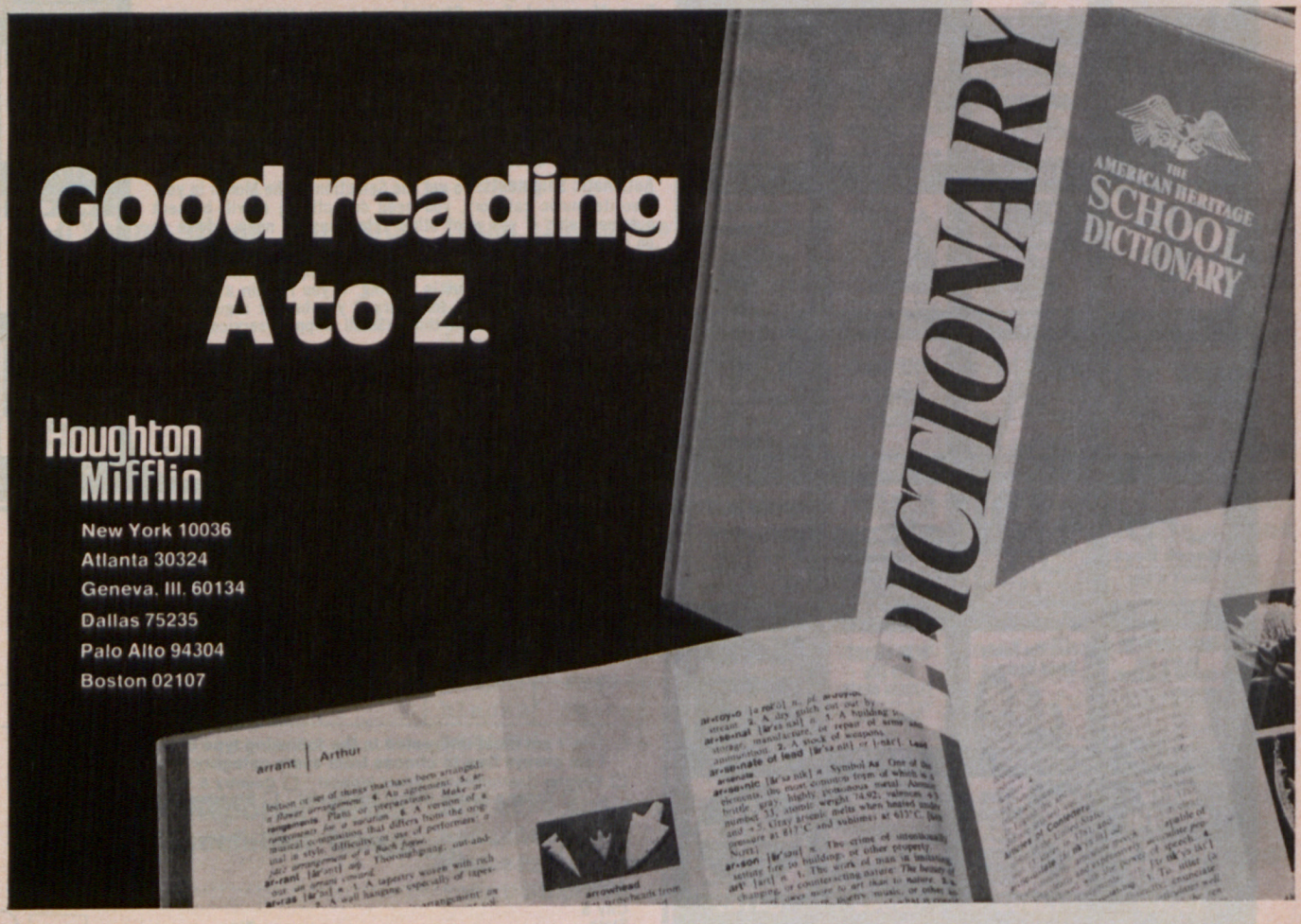
The two students who responded that the school does not have the authority to search lockers take the view that lockers are students' personal property.

—Ken Williams, *social studies teacher, Fort Yukon (Alaska) School.*

Professor Hudgins misses a crucial issue in the article on locker searches. He is quite right when he says school officials have the right to search students' lockers, but what is the evidentiary effect of this search?

If, for example, the school administrator finds dangerous drugs, may he turn this evidence over to local law enforcement officials? If he does so, may they use this evidence against the student?

(*Continued on page* 8)



Too many of today's beginners will be in remedial reading classes three years from now. Why?

It's not that they haven't the ability to do better. Most of them have. Many are actually bright. But there they'll be, struggling with the printed word in a program that is failing them.

By contrast, the Lippincott Basic Reading program is demonstrating, in school after school, that merely average students can learn to read well above their age groups.

The program covers many bases. **(1) Basic Reading:** Books A to M, Grades 1 through 8, make the "right to read" a reality for all school children. Using texts, workbooks, extended readers, duplicating masters, film strips and audio tapes; the phonic-linguistic Basic Reading program has earned national acclaim for its success where other reading programs have failed. Included with Book A is the "Talking Teacher"—a series of reels or cassettes that help teach precise phonic reproduction and discrimination. **(2) Beginning to Read, Write and Listen:** Bridges the gap between readiness and actual reading, using workbooks and cassettes. **(3) Reading Awareness:** Song-and-story dialogue cassettes coordinated with workbook to help children prepare to read for meaning. **(4) Alphabet in Motion cards:** Shapes, pictures and colors used in dozens of imaginative ways to capture and excite a child's understanding of each letter. **(5) startwrite™ with Basic Reading:** An innovative program using colored lines cued to a traffic light to facilitate early writing instruction. **(6) Basic Reading Codebooks:** New techniques to help specifically those children who are having trouble learning to read.

In addition, the Lippincott Educational Publishing Division also offers programs for the more advanced grades. **(7) Home Economics:** Basic instruction in all forms of home economics, including Child Care, Sex Education, etc. **(8) Basic Health Science:** to grade 6. **Health Science:** grades 7-9. **(9) Life Science—a Search for Understanding:** grades 7-9. **(10) Physical Science—a Search for Understanding:** grades 7-9. **(11)** Also: Speech, Civics, Government and Economics Texts to Grade 12.

Complete details and other information will be sent free on request.

TE

J. B. Lippincott Company
Educational Publishing Division
E. Washington Square
Philadelphia, Pa. 19105

Please send information on the programs checked here. **1**____ **2**____ **3**____ **4**____ **5**____ **6**____ **7**____ **8**____ **9**____ **10**____ **11**____

NAME

TITLE

SCHOOL

ADDRESS CITY

COUNTY STATE ZIP

FIAT OVERSEAS DELIVERY PLAN

Order now for delivery in Europe—get service when you return. Save the cost of renting a car in Europe.

For information write:
Dave Hunter
Fiat-Roosevelt Motors, Inc.
532-540 Sylvan Ave.
Englewood Cliffs, N.J. 07632

Name

Address

City State Zip

FIAT
The biggest selling car in Europe.

ZIP . . . (*Continued from page 6*)

To disregard the Fourth Amendment in a criminal proceeding simply because someone other than a law enforcement official makes the search seems ridiculous. There is a real danger that school administrators and police officers who enter into informal agreements about conducting searches will abuse students' constitutional rights.

Schools that preach democratic principles should also practice them.

—Allan Frumkin, *legal principles teacher, San Lorenzo (California) High School.*

What's Happened to Teachers?

◆ *Mary Belfield's letter in the December "ZIP Code 20036" inspired a healthy crop of replies, which were almost equally divided pro and con. Those that follow are representative:*

Like Mary Belfield, I have wondered why we teachers seem to be working against each other instead of with each other.

As for her comment about teachers' "gimme" attitude, I feel we are entitled to fair pay that is not dependent on a special levy each school year.

We also deserve job security, but we had better prove that we believe in what we do and show the public that we are capable of teaching the children the skills they need.

Unless we prove ourselves, companies that promise to do everything we should do, and with a money-back guarantee, will do the job for us!

—Nancy Enkerud, *learning resource specialist, Aberdeen (Washington) School District No. 5.*

Bless Mary Belfield!

Education must not be hijacked and held for ransom.

—Robert H. Orr, *retired superintendent, Mount Carmel, Illinois.*

Apparently Miss Belfield has not had the opportunity to stand before a local school board to defend a colleague who was stripped of his prestige and authority on circumstantial evidence and was given no opportunity whatsoever to defend himself.

Apparently she has not known the anguish an experienced teacher feels when pressured into resigning in order that the district might be able to hire an inexperienced teacher for much less money.

Apparently she has not had to moonlight to sustain a young and growing family.

Young activists waged a revolution with the battle cry, "Taxation without representation is tyranny." They put their lives on the firing line to establish the principle that those who govern receive their authority from the governed.

Teachers, although the prime instructors of democratic principles, do not exercise this principle in their profession. Who makes educational policy? Who hires teachers? Who edicts curriculum? Who evaluates, fires, establishes the credentials for teachers? Why must a teacher horse-trade for his salary, his budget allowance, or his classroom teaching supplies?

Individual teachers are hamstrung by the expectation that they be passive, nondescript dispensers of knowledge. When they share in policy making, licensure, accreditation, curriculum development, and in policing their own ranks, then governing boards and teachers (the governed) can share mutual respect for each other.

—Orley G. Ryals, *chairman, Department of Special Education, Delta High School, River Delta Unified School District, Clarksburg, California; vice-president, River Delta Unified Teachers Association.*

In order to fight the AFT, NEA officers have increasingly sounded like "meanies." We are *supposed* to be a professional organization, so why can't we demonstrate, as Miss Belfield suggests, more "reciprocal concern" without all of this paraphernalia of strikes, threats, negotiations, impasse, etc.

—Jane W. Harrington, *remedial reading teacher, Tularosa (New Mexico) Junior High School.*

I, too, am sick, sick, sick of hearing educators whose martyr syndrome has helped contribute to the fact that education remains at the bottom of the list of national priorities in the United States of America.

The U.S.A. is the only free nation in the world that doesn't recognize education as being important enough to have a separate department in the federal government devoted solely to it.

It is the wealthiest nation in the world, but there are children who do not receive an adequate education because we can't afford to buy books, build buildings, and, yes, hire and pay for exceptional people to teach.

It's a mark against American citizens as a whole that teachers have had to go to such lengths to call attention to the absolutely deplorable conditions existing in education.

Devotion doesn't buy the equipment, supplies, books, and instruction needed to provide every child in this nation with an excellent education. It takes money, Baby!

And you know what—the devotion, understanding, and dedication are not going to disappear from the hearts of good educators just because they are demanding the best for both the students and themselves from the public.

—Lois A. Dennler, *French and Spanish teacher, Herbert Hoover Junior High School, Sioux City, Iowa.*

A Plea for Facts

We teachers need help. Give us facts. *Today's Education* should print articles about sound educational programs in districts that keep detailed, individual student records.

Teachers talk generalities. No wonder we are having trouble passing bond issues. We must give statistical evidence to prove what we are doing in the classroom.

—Douglas A. Lemons, *fifth grade teacher, Matanzas Elementary School, Santa Rosa, California.*

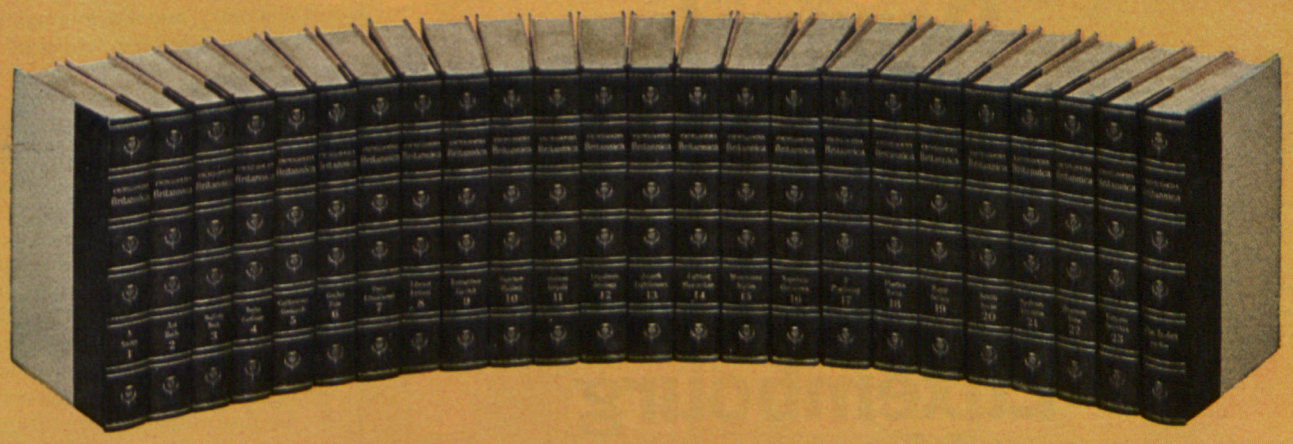
◆ *Does your school have records that can substantiate an article about a sound educational program? If so, we would like to see your article.*

Available direct from the publisher

NEW EDITION OF THE WORLD FAMOUS

ENCYCLOPAEDIA BRITANNICA

17 · 68



You get all 24 volumes...pay later on easy

Book a Month Payment Plan

Yes, the latest edition of Britannica—the greatest treasury of knowledge ever published—is being offered on a remarkable direct-from-the-publisher plan. All 24 volumes will be placed in your home NOW . . . you pay *later* on convenient budget terms. It's as *easy as buying a book a month.*

Benefits Passed on to You

You may wonder how we're able to make this truly amazing offer. First, we have ordered a tremendous printing which materially reduces our costs, and, under a remarkable *direct-from-the-publisher plan,* we pass these benefits on to you.

Thousands of Subjects of Practical Value

In the new edition of Britannica, you will find thousands of subjects that you and your family will refer to in the course of your normal day-to-day affairs. For example, you'll find special articles on household budgets, interior decorating, medicine and health, home remodeling, child care, adolescent problems, rules and regulations for all sports, every kind of hobby . . . plus a treasure house of knowledge on all subjects. Usable information that can save you many dollars.

New Edition Is Profusely Illustrated

The new Britannica almost "televises" information with over 22,000 magnificent illustrations. But it does not merely show "attractive pictures"—it is the work of 10,400 of the world's greatest authorities.

Britannica in your home can give you the broad knowledge that makes people listen when you talk, enabling you to speak factually and intelligently on the widest range of subjects.

Essential for Homework

For students, Britannica is indispensable. It is the finest and most complete reference set published in America. Its use develops the active, alert minds that bring success in school and later life.

Britannica has always been the symbol of a good home. It is a treasure house of knowledge that can open a richer, fuller, more successful life to every member of your family.

Preview Booklet Offered FREE

Simply fill in and mail the postcard today, and we will send you . . . *without cost or obligation* . . . a copy of our beautiful new booklet which contains an exciting preview of the latest edition of Encyclopaedia Britannica. Mail no money. It's yours *absolutely free!*

In color so beautifully etched it gives the illusion of a third dimension, you will see art treasures of famous museums, world landmarks, scientific wonders. Also pictured are the most magnificent scenery on the North American continent and a cruise through Europe to the mysterious Orient.

When we receive your postcard, we will send your free booklet. There is no obligation, of course. However, to avoid disappointment, please mail the card today before it slips your mind.

FREE
Mail the attached card now for Preview Booklet

If card is detached, write to Encyclopaedia Britannica, Dept. 483-C, 425 N. Michigan Ave., Chicago, Ill. 60611.

Only $125.

3 weeks unlimited First Class train travel:

Austria
Belgium
Denmark
France
Germany
Holland
Italy
Luxembourg
Norway
Portugal
Spain
Sweden
Switzerland

Now you know what our three-week Eurailpass gets you. Our one month version for $160, our two month one for $210 and our three month edition for $250 get you even more of the same. Then there's also our Student-Railpass, which gives students between 14 and 25 two months of unlimited Second Class train travel for just $130.

Train travel is the way to see Europe. The trains are fast, frequent, clean and comfortable. First Class is downright luxurious, and there's very little second class about Second Class. Long-distance trains have bar cars, dining cars, and sleeping cars. And some of the crack Trans-European Expresses have Vistadome cars and telephone facilities.

European trains whisk you from city center to city center at speeds in excess of 100 miles-an-hour. Often beating the airline schedules. And the railroad stations are marvelously helpful with Pictograms to guide you in the universal language of signs.

Your Eurailpass also entitles you to free or reduced fares on many ferry and motor coach routes. Those in fact, operated by the European railroads.

There's one catch. You must get your Eurailpass or Student-Railpass before you leave the country—they're not available in Europe. So see your Travel Agent for details, and ask him about Eurailgroup for groups of ten or more, and Eurailtariff for specific individual itineraries. Meanwhile, send in the coupon for your free Eurailpass folder with railroad map.

EURAILPASS The way to see Europe without feeling like a tourist.

Eurailpass is valid in Austria, Belgium, Denmark, France, Germany, Holland, Italy, Luxembourg, Norway, Portugal, Spain, Sweden, Switzerland.

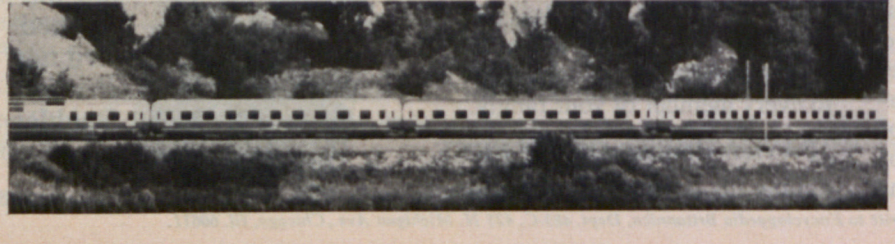
Eurailpass, Box 90, Lindenhurst New York 11757.

Please send me your free Eurailpass folder with railroad map ☐. Or your Student-Railpass folder order form. ☐

170

Name_____ Street_____

City_____ State_____ Zip_____



TEACHER OPINION POLL

Repeal of Pornography Laws

☐ When the President's Commission on Obscenity and Pornography issued its report calling for repeal of existing pornography laws, an outcry arose from those whose moral sensibilities were offended. Among their objections was the possible harmful effect on children and young people from widespread availability of pornographic material in the adult world.

What do teachers, who deal most closely with the nation's children, feel about this controversial question?

A recent Teacher Opinion Poll shows divided opinions among teachers, with more disagreeing than agreeing with the Commission. A slim majority, 53 percent, say they either "tend to disagree" or "strongly disagree" with the Commission's call for repeal of pornography laws, but 41 percent "tend to agree" or "strongly agree" with it.

The survey conducted by the NEA Research Division asked the following question of a nationwide sample of public school classroom teachers:

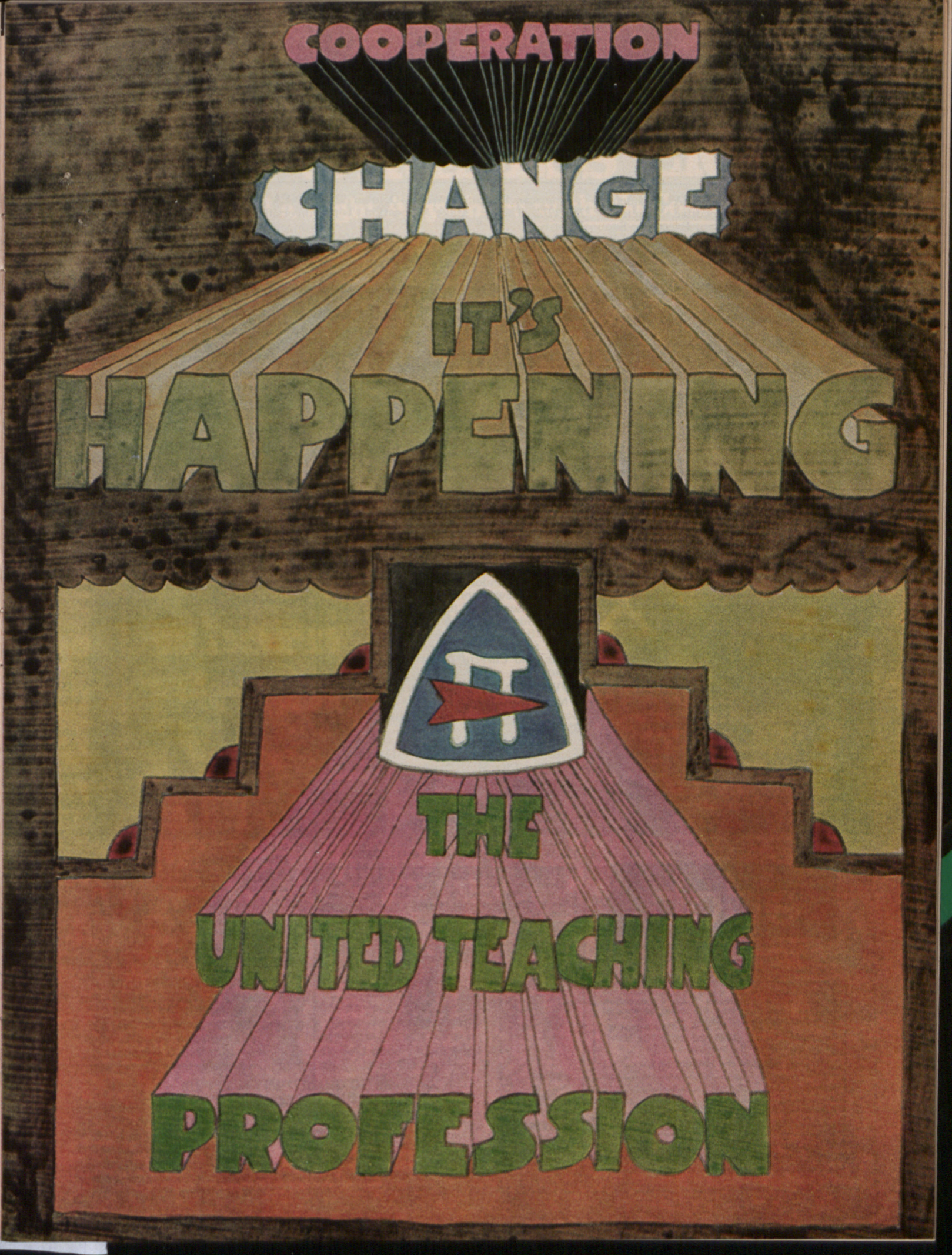
"One recommendation of the President's Commission on Obscenity and Pornography calls for *repeal* of all federal, state, and local laws 'against sale, exhibition, or distribution of sexual materials to consenting adults.' Do you agree or disagree with this recommendation?"

More men (45 percent) than women (38 percent) indicate some degree of agreement with the Commission's recommendation. Half again as many men as women, 21 compared with 14 percent, *strongly agree.*

	Total	Men	Women
Strongly agree	16.5%	21.2%	13.6%
Tend to agree	24.1	23.3	24.5
Tend to disagree	21.9	21.6	22.1
Strongly disagree	30.8	29.2	31.8
No opinion	6.8	4.7	8.1

The Southeast shows the smallest proportion of teachers (33 percent) in agreement with the Commission's recommendation, in contrast to other regions of the country (Northeast, 46 percent; Middle and West, 41 percent each). Disagreement, however, is shared by about one-half the teachers in all geographic regions. Opinions of teachers in urban, suburban, and rural communities do not differ significantly.

—NEA Research Division.


COOPERATION
CHANGE
IT'S
HAPPENING
THE
UNITED TEACHING
PROFESSION

FOR YOUR INFORMATION

Donald E. Morrison, NEA President; Sam M. Lambert, Executive Secretary; John D. Sullivan, Assistant Executive Secretary for Communications and Public Relations, and Publisher of *Today's Education* (NEA Journal).

NEA headquarters: 1201 16th St., N.W., Washington, DC 20036. Telephone: Area Code 202, 833-4000.

1972 Convention: June 25-30, Atlantic City.

American Education Week—October 22-28, 1972. Theme: Make Education Top Priority.

NEA membership, May 31, 1971: 1,103,485.

NEA officers and headquarters staff: *NEA Handbook*. pages 10, 382-384.

NEA resolutions: Write for free copy.

NEA units: *Handbook*, pages 109-161.

NEA departments, national affiliates, and associated organizations: *Handbook*, pages 163-189.

NEA memberships and annual dues: Active, $25. Associate, $25. Life or Associate Life, $500 in one payment or $55 a year for 10 consecutive years. Reserve, $12.50. Retired, $2. Educational Secretary, $10. Auxiliary Personnel, $10. Student NEA, $2 through Student NEA Chapters only.

World Confederation of Organizations of the Teaching Profession: Information free from WCOTP/CMOPE, 5 Chemin du Moulin, 1110 Morges, Vd. Switzerland. See *Handbook*, page 365.

Articles in *Today's Education* are the expressions of the writers and not statements of NEA policy unless set by resolution. Although advertising is screened, acceptance of the advertisement does not imply NEA endorsement of the product or of the views expressed. *Today's Education* is a member of the Educational Press Association and the Magazine Publishers Association. It is indexed in *Readers' Guide to Periodical Literature, Education Index*, and *Current Index to Journals in Education*.

ADVERTISING REPRESENTATIVES:

New York 10022, National Advertising Sales, 509 Madison Ave., Suite 912 (212) 751-0663;

Chicago 60611, National Advertising Sales, 400 N. Michigan Ave. (312) 467-6240;

Kansas City 64112, National Advertising Sales, P.O. Box 11370 (913) 649-8561;

San Francisco 94104, Blanchard-Nichols & Smith, 582 Market St. (415) 986-6341;

Los Angeles 90057, Blanchard-Nichols & Smith, 1830 W. 8th St. (213) 388-6134;

Atlanta 30342, Miller & Tillman, Suite 3, 130 W. Wieuca Rd., N.E. (404) 252-9588.

If you don't have time to read all you should, we'll do it for you.

We'll point out to you what's new and important concerning education. We'll summarize all the articles published in *Today's Education: Journal of the NEA*, and we'll even index them for you.

Monthly, we'll send you abstracts of all the articles in *Today's Education*. Each abstract contains the key findings plus a complete bibliography. You'll quickly grasp the main points and choose articles of major interest to read in depth. Printed on a separate card, each article will be indexed for future reference by categories such as: curriculum; reading; audio-visual, etc. A convenient card case includes divider tabs for easy reference.

A staff of professional educators and consultants will be helping you with "your homework"—your answer to the problem of "must read" information. And an invaluable aid in researching, planning and preparing new curricula and programs.

Mail the coupon to take advantage of this new service *today*.

edab

Educational Abstract Services, Inc.
Department T, P.O. Box 112
Pekin, Illinois 61554

Please enroll me for a **one year** subscription to abstract and indexed **Today's Education** articles (including free file case) at special introductory offer of $6.00.

Enclosed:

☐ check

☐ money order in the amount of $_____

Name_____

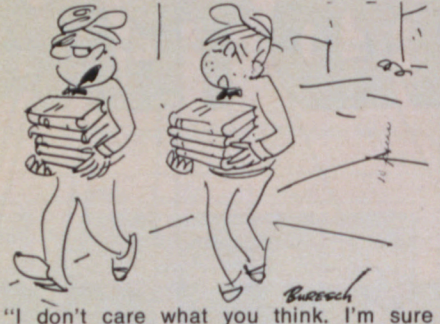
Address_____

City_____ State_____ Zip_____

Title_____

ILLUSTRATION CREDITS

Cover: Chris Kuhn; p. 19: New Jersey News Photos; p. 23: Ray Guest; p. 30: Chris Kuhn; p. 66: Atlantic City Convention Bureau; p. 67: Carolyn Salisbury.



"I don't care what you think. I'm sure the President will never come up with a homework freeze!"

NEA-SPONSORED PROGRAMS

NEA Mutual Fund, Inc.—an open-end, diversified, common-stock fund with the objective of long-term capital growth. NEA members may invest in shares of the Fund at a 2 percent sales charge. (To obtain a prospectus, write to Educators Fund Management Corporation, 1156 15th St., N.W., Washington, DC 20005.)

Auto Leasing—a service which provides members with an economical way to drive a new car. (For information, write to Borg-Warner Leasing, 1651 Old Meadow Rd., McLean, VA 22101.)

Tax-Deferred Annuity—fixed and variable investment policies at a 4 percent load charge. (For a free prospectus, write to Tax-Deferred Annuity Program, P.O. Box 1088, Springfield, IL 62701.)

NEA Educational Travel Division—worldwide programs that provide educators with the highest quality group travel at low cost. Through college cosponsorship of certain tours, teachers, students, and administrators may earn academic credit. In-service credit may also be available. (For information, write the Division at NEA Center.)

☐ **Accidental Death and Dismemberment Insurance**—a specially designed travel-accident insurance program that offers coverage wherever you are on a 24-hour-a-day basis for only $19 a year.

☐ **Life Insurance Program**—four plans of group term insurance to meet individual member needs. Available are: Plan A, $5,000; Plan B, $12,000; Plan C, $21,500; Plan C+, $33,500.

☐ **Homeowners Insurance**—a home and personal property protection plan that offers fire and broader coverage at money-saving rates to renters or homeowners.

☐ **In-Hospital Income Plan**—coverage that provides dollar payments of $20, $40, $60 per day of hospitalization regardless of other sources of compensation.

☐ **Discount Books**—a selection of nearly 100 books, including best sellers, classics, reference books, books for young readers, and the most popular titles from previous years' lists.

For information about any of the last five programs described above, check the appropriate boxes and mail this coupon to:

NEA Special Services Division—Rm. 915
1156 15th St., N.W.
Washington, DC 20005

Name_____

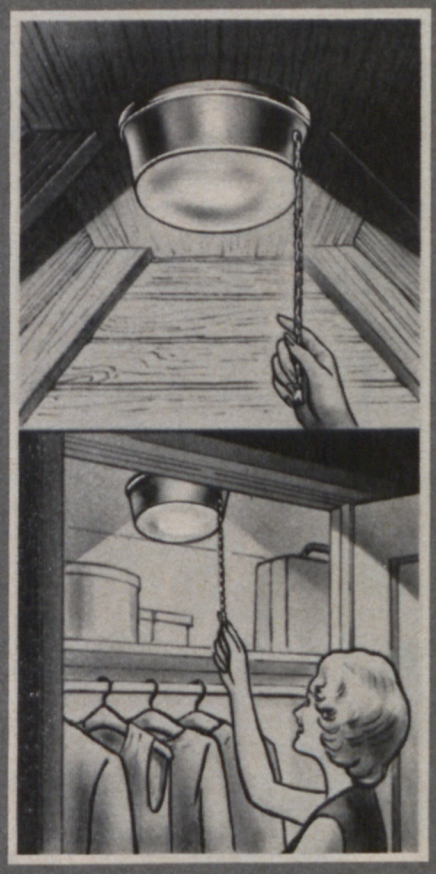
Address_____

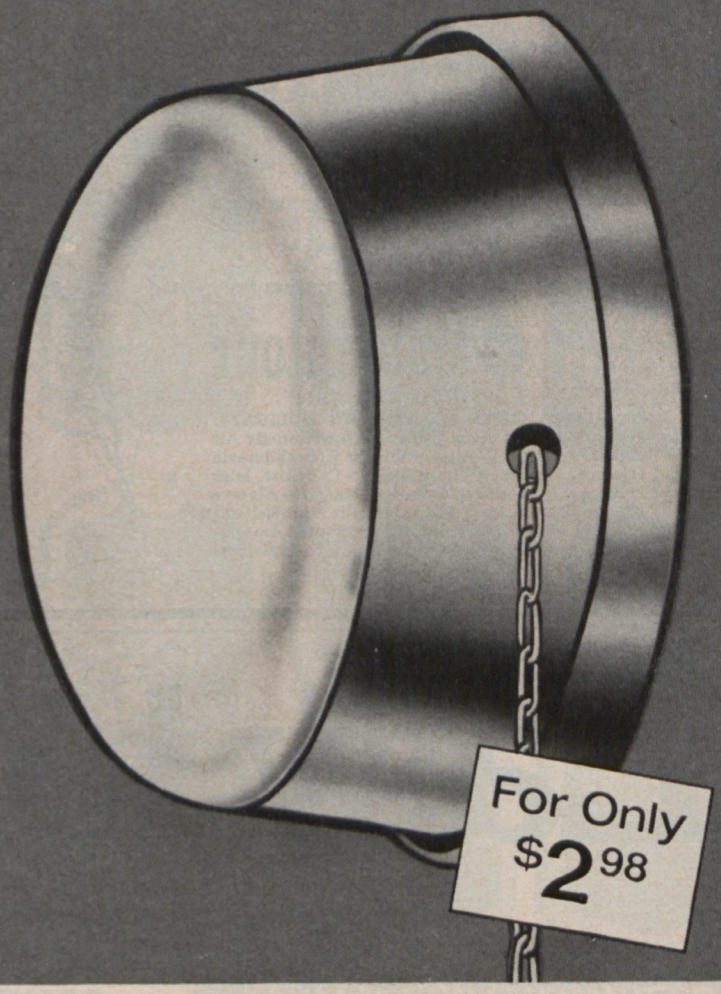
City_____ State_____ ZIP_____

A Special Offer for Readers of This Magazine:

NEW WIRELESS LIGHT!

Now Install a Light Anywhere with No Costly Wiring!





For All Hard-to-Light and Little Used Areas Where You Don't Want to Run Wiring

The newest and most sensible money-saving idea in lighting, this wireless fixture is battery operated and installs anywhere. For all hard to light . . . little used areas . . . stairwells, attics, closets, sheds, in fact anywhere at all that it just doesn't pay to run expensive wiring. Since this is a wireless light it is an excellent back-up safety light during interruptions in regular electric service. No wiring, no outlets, no plugs and it installs with just a screwdriver, and no local electric zoning regulations to contend with or expensive electrician to hire. No fire hazard either from faulty wiring. Light runs on 2 standard D batteries (not included). And once you've tried one, you'll want many of them for all sorts of places.

SUPPLY IS LIMITED AND OFFER WILL NOT BE REPEATED THIS SEASON

Orders will be filled on a first-come, first-served basis and to avoid disappointment, rush your order today. This has been our fastest selling new item this year and our present supplies are limited. A very good buy for only $2.98 (save even more money when you buy more than one.) Offer will not be repeated this season in this magazine.

MAIL 10 DAY NO-RISK COUPON TODAY!

GREENLAND STUDIOS, Dept. 7010
4500 N.W. 135th St., Miami, Florida 30054

Please rush in my wireless lights checked below. I understand if not delighted, I may return within 10 days for a prompt and complete refund. Enclosed is check or m.o. for $_____.

___ Wireless Lights #9621 @ $2.98
(Add 50¢ post. per light)

NAME_____

ADDRESS_____

CITY_____ **STATE**_____ **ZIP**_____

☐ Save $1.00. Order 2 for only $5.96 and we pay the postage. You will always find use for many of these lights.

MAUPINTOUR UNHURRIED HOLIDAYS . . .
LEAVE CARES AT HOME!

EASTERN EUROPE

16 DIFFERENT ADVENTURES from 15 days to 42 days through Eastern Europe, including:
SIBERIA/CENTRAL ASIA, 10,000 mile, 34-day saga all within the Soviet Union.
DALMATIA/BALKANS/GREECE/ISTANBUL and Aegean cruise, 22 days. Also, new 15-day BALKANS all-air tour.
RUSSIA/BUDAPEST/BERLIN. Unhurried two-weeks! 3 days Budapest, 2 days Berlin, 4 days Moscow, 4 days Leningrad.
FOUR CENTERS. Russia's Moscow and Leningrad, plus Warsaw and Prague. Also East and West Berlin.
ASK YOUR TRAVEL AGENT for Maupintour's new 52-page EASTERN EUROPE brochure describing 16 different programs or write Maupintour, 900 Massachusetts St., Lawrence, Kans. 66044. Telephone 913/843-1211.

our 21st year of quality tour operation Maupintour

ASK ABOUT THESE MAUPINTOUR HOLIDAYS:
☐ Siberia/Central Asia ☐ Europe By Train/By Air
☐ Spain/Portugal ☐ Alps of Europe ☐ Scandinavia
☐ Greece/Aegean ☐ Italy/Sicily ☐ British Isles
☐ France ☐ Morocco/Canaries/Madeira/Algarve
☐ USSR/Eastern Europe ☐ Dalmatia/The Balkans
☐ Samarkand/Oriental Russia ☐ South America
☐ South Pacific ☐ Orient ☐ Africa ☐ Middle East

Easy to ?

continue teaching yet still go into business for yourself as a sole proprietor or in partnership with a fellow educator.

Our NTPB Franchise isn't for everyone, it's strictly for educators who are people oriented, and who enjoy and want to continue teaching yet are looking for a way to supplement their income during Summer vacations.

(NTPB, Inc.) National Teacher Placement Bureau, Inc. provides assistance in all aspects of its business including thorough training, continuing consultation, and all of the 'know-how' that has established NTPB, Inc. as the leading 'Teacher Agents' in the U.S., and soon to be the world!

NTPB, Inc. is a publicly held company operating with more than 100 offices in 25 states and expects to have over 300 offices in operation in the continental United States within the next 36 months, as well as expansion to Europe.

NTPB, Inc. is interested in interviewing prospective franchisees in or near all major cities in every state. Minimum investment required is $5,000. Return on investment can be $12,000 or more every year just for summer work. If you qualify, you are invited to call or write for detailed information to John Nash, Director of Operation c/o of our corporate offices below.

NTPB NATIONAL® TEACHER PLACEMENT BUREAU "Coast to Coast"

Suite 930 Williamson Building Cleveland, Ohio 44114 (216) 241-5377

NEA SPECIAL SERVICES

Discount Book Purchase Program

☐ The annual discount book purchase program of the NEA Special Services Division was expanded in October 1971 and now includes selections from seven prestigious publishers. These books are available at a 25 percent discount to members.

The titles were selected after examination of the kinds of books members purchased from previous listings.

The following is a sample of the categories and titles available:

- Special Interest—*The Secrets of Relaxation: A 3-Way Program That Really Works* and *Retirement: A Time To Live Anew*
- Nature, Outdoor, Sports, Hobbies—*The Sportsman's Encyclopedia* and *Pets: How To Choose, Care For, and Enjoy the Right Pets for You and Your Family*
- Reference—*Roget's Thesaurus of English Words and Phrases; Dictionary of Antiques;* and *The Grants Register 1971-73*
- Biography — *Garbo, The Young Elizabeth,* and *Bob Dylan*
- The Arts—*Prints and Drawings: A Pictorial History* and *Ludwig Van Beethoven*
- General Interest—*The Illustrated Leaves of Grass*
- For Young Readers—*Mandy* and *Charlotte's Web*
- Business and Finance—*The Complete Estate Planning Guide for Business and Professional Men and Women and Their Advisors*
- Cookery—*The New Gourmet in the Low Calorie Kitchen Cookbook*
- Home Improvement—*How To Fix It: A Systematic Guide to Home, Car, & Boat Repairs*
- Novels—*The Exorcist* and *The Bell Jar.*

(The complete list appears in the October 1971 issue of the *NEA Reporter.*)

The publishers are David McKay Company, Inc.; Grosset and Dunlap, Inc.; Harper and Row Publishers; McGraw-Hill Book Company; Praeger Publishers, Inc.; Stein and Day Publishers; and St. Martin's Press, Inc.

For your copy of the NEA Special Services' listing of discount books, write to NEA Special Services Division, 1156 15th Street, N.W., Washington, DC 20005. ☐

AMAZING OFFER

Real Wood Wall Plaques

ALL SIX FOR ONLY $5.98

FINISHED IN FULL COLOR

EACH PLAQUE IS 9¼" HIGH

© 1972 THE CRACKERBARREL

Imagine! Real Wood Plaques... The Choice of Home Decorators Everywhere. Perfect for Living Room, Den, Bedroom, Playroom.

Imagine owning these magnificent reproductions of Early American Soldiers, printed in vivid colors on real wood! And they come to you ready-to-hang and enjoy in your home. Just imagine the many different groupings that are possible...or even split them out...use two in the den and four in the boy's room. Each plaque measures 9-1/4" tall by 4-1/4" wide.

We are so sure that you will be delighted with these Real Wood Wall Plaques, we offer this guarantee: If you are not delighted in every way with these Real Wood Wall Plaques, simply return them to us and your money will be cheerfully refunded. So hurry, order now. Supply is limited.

SATISFACTION GUARANTEED OR MONEY BACK

The Crackerbarrel Dept. WP-B29
114 Allen Blvd., Farmingdale, N.Y. 11735

Please send me _____ (qty.) set(s) of six piece American Soldiers on Real Wood Plaques at only $5.98 each set plus 75¢ postage and handling. I understand that if I am not completely satisfied, I may return the plaques for a full refund.

Enclosed is $_____ (Check or Money Order)

PRINT NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____

N.Y. State residents add tax

Why spend another when you could be sipping

summer up at the lake Cinzano on the Via Veneto?

Amsterdam, Frankfurt, Madrid, Geneva or Shannon. That is how you grow as a teacher: when you can give your class more than you have learned from books.

The only obstacle is the expense. But that is really not an obstacle at all.

It won't cost you an arm and a leg.

Look over at the coupon at the right to see just how little NEA-sponsored summer vacation flights on World Airways actually cost. **YOU SAVE AROUND 20% PLUS OF THE REGULAR TICKET PRICE ON THE AIR FARE.**

You will be flying the airline that practically invented the charter flight.

World Airways is the world's largest charter airline. They became the largest by having standards for pilots and stewardesses as tough as any ever adopted by an airline. Stewardesses who know the language are handpicked for every flight. By flying the new 707's and Super DC-8's, and maintaining them so well they became the only airline ever to win the Zero Defects Award presented by the U.S. Air Force. Flying by charter can be more fun than you ever thought possible.

You will come home a better teacher.

There is no question that travel helps you teach. So why not help yourself right now? Only NEA Charter flight participants are able to earn Academic Credit through an accredited University. Fill out the coupon and see how much fun learning can be.

CHARTER EXTRAS!

The following travel services are available to NEA Charter members; Optional Mini-European tours coinciding with charter dates, Eurailpasses, Britrail passes, Thrift Rail passes, Air Fare Refunder Insurance, Baggage and Accident Insurance, Car rentals, Campmobile Rentals, and Academic Credit Programs.

Educational Travel Division,
National Education Association,
1201 - 16th Street, N.W.
Washington, D.C. 20036

Yes, I am very interested. Here is my deposit for the flight I have marked below.

Here are the flights. Check the one in which you are interested. Mark a second choice only if you wish to be placed on it automatically if first choice is filled.

Prices below include U.S. and foreign airport taxes.

CW-1	☐ Dallas-Amsterdam-Dallas	Jun 15	Jul 27	$309
CW-2	☐ Albuquerque-Shannon/Amsterdam-Albuquerque	Jun 6	Jul 5	$304
CW-3	☐ St. Louis-Amsterdam-St. Louis	Jun 19	Jul 31	$279
CW-4	☐ Indianapolis-Amsterdam-Indianapolis	Jun 20	Jul 17	$258
CW-5	☐ Chicago-Shannon/Amsterdam-Chicago	Jun 21	Aug 23	$299
CW-6	☐ Detroit-Frankfurt/Amsterdam-Detroit	Jun 23	Aug 17	$288
CW-7	☐ New York-Madrid/Amsterdam-New York	Jun 21	Aug 3	$225
CW-8	☐ New York-Frankfurt/Amsterdam-New York	Jun 24	Jul 23	$223
CW-9	☐ New York-Geneva/Amsterdam-New York	Jun 25	Aug 2	$234
CW-10	☐ Boston-Shannon/Amsterdam-Boston	Jun 25	Aug 23	$253
CW-11	☐ Columbus-Shannon/Amsterdam-Columbus	Jun 28	Jul 28	$250
CW-12	☐ Hartford-Amsterdam-Hartford	Jun 27	Jul 25	$222
CW-14	☐ New York-Amsterdam-New York	Jun 28	Aug 25	$211
CW-15	☐ New York-Shannon/Amsterdam-New York	Jun 29	Jul 29	$199
CW-16	☐ Philadelphia-Frankfurt/Amsterdam-Philadelphia	Jul 2	Jul 31	$226
CW-17	☐ Dallas-Frankfurt/Amsterdam-Dallas	Jul 5	Aug 3	$309
CW-18	☐ Philadelphia-Amsterdam-Philadelphia	Jul 5	Aug 22	$215
CW-19	☐ Washington DC-Frankfurt/Amsterdam-Wash. D.C.	Jul 3	Jul 24	$240
CW-20	☐ Detroit-Amsterdam-Detroit	Jul 4	Jul 27	$249
CW-21	☐ New York-Geneva/Amsterdam-New York	Jul 22	Aug 14	$206
CW-22	☐ Chicago-Amsterdam-Chicago	Aug 3	Aug 21	$256
CW-23	☐ New York-Amsterdam-New York	Aug 2	Aug 28	$215
CW-24	☐ Detroit-Amsterdam-Detroit	Aug 6	Aug 24	$249
CW-25	☐ Philadelphia-Madrid/Amsterdam-Philadelphia	Aug 8	Aug 29	$219
CW-26	☐ Los Angeles-Amsterdam-Los Angeles	Jun 23	Sep 9	$304
CW-27	☐ Los Angeles-Madrid/Amsterdam-Los Angeles	Jun 27	Jul 28	$314
CW-28	☐ Los Angeles-Frankfurt-Los Angeles	Jun 30	Aug 11	$316
CW-29	☐ Los Angeles-Amsterdam-Los Angeles	Jul 1	Aug 26	$304
CW-30	☐ Los Angeles-Frankfurt-Los Angeles	Jul 7	Aug 16	$316
CW-31	☐ Los Angeles-Amsterdam-Los Angeles	Aug 5	Sep 2	$304

Name_____

Address_____

City/State/Zip_____

School address_____

If you are bringing your family, list their names. Full $125.00 deposit is required for each applicant.

Name/Relationship_____

Name/Relationship_____

Name/Relationship_____

To be eligible, you must have held NEA membership six months prior to flight departure date. Send the mailing label from this magazine with the coupon for verification.

Enclosed is deposit of $_____.

All the above NEA flights are on

World Airways

world's largest charter airline

A U.S. CERTIFICATED SUPPLEMENTAL CARRIER

The official charter airline for the NEA Educational Travel Division

Thousands Of Classroom Poets

DEBRA STEIN, *coordinator of creative writing, New Jersey State Council on the Arts.*

□ **Thousands of poets were at work last year in the** elementary and high school classrooms of New Jersey. They worked with professional poets who had come to their schools through the poets-in-residence program supported by grants from the National Endowment for the Arts and the Humanities and the New Jersey State Council on the Arts.

The program made it possible for 17 poets to visit classrooms and conduct teacher workshops throughout the state. Later, they recorded the ideas and techniques they used to stimulate the natural creativity within each child. Teachers can adapt many of their methods for use in creative writing programs.

The poets transformed the classrooms into poetry workshops with an atmosphere of fun and play. In order to relax the children and to show them in a concrete way that something different was happening, they moved desks, asked the children to sit on the floor, and turned off lights. They told the children that the usual considerations of spelling and punctuation were not important in this activity and that their work would not be graded. Noise and calling out were accepted.

(Poet Dick Gallup suggested, "Give the class as much freedom of movement as they can handle this side of chaos. . . . Do not grade poems; do not criticize poems; do not analyze poems.")

Developing the children's respect for themselves as writers and creators was a basic goal of the poets. Thus, they respected the children as poets and eliminated all forms of competition. The professional poets accepted and praised all work and refrained from singling out particular poems for special acclaim.

The children wrote only when they were ready to, since creativity cannot be supplied on demand. Because many different themes for poems were presented in the four weekly sessions, most children found at least one idea that stimulated them to write. Believing that the least amount of pressure resulted in the greatest creative production, the professional poets made poetry writing a pleasurable activity in an atmosphere of purposeful play and joy.

Since writing is communication as well as self-expression, the poets devised many ways to disseminate the children's work. Most of them encouraged the youngsters to read their poems aloud near the end of each session. Poems were also often mimeographed or dittoed so that each child would see his work in print and benefit from the interchange of ideas. Sometimes the children worked directly on ditto master sheets

The snow melts like syrup
Falling off pancake hill.
The flowers bloom like
Ribbons opening
—Susan DeLucia, fourth grade.

My heart beats like a bat in a
baseball game
And like the thumping of the rain
And like a tornado whirling a
rock at a house
—Michael Ormiston, third grade.

and added pictures and decorations. Several of the young poets used the typewriter to record poetic expression, and this was especially valuable to children whose skill in handwriting was not well developed. The schools supplied the children with poetry notebooks that they could keep and use to record their poetry in at home.

As a starting point to stimulate poetic thinking, the poets often used the collaborative or group poem. They would suggest a topic or title, such as "I Remember," and write the responses on the board. In working with the lower grades, they made simple lists and catalogues, but in the higher grades they achieved some continuity by having a thought in one line trigger the association to the next.

Poet Phillip Lopate wrote of one experience: "The group poem gave so much satisfaction that when the poem ended the children broke into applause. I applauded them in turn. Then I said, 'OK, now you see how we write a poem, why don't you write your own?' Paper was distributed, and the class was motivated to write."

Poets used events that would normally disrupt the class and transformed them into springboards to creative expression. When one class heard a dog barking, the poet had the class look out the window to see for themselves what was going on. When they returned to their seats, Poet Bette Distler asked the children to imagine how the dog felt about being chained to a post, and the children then produced some sensitive poems about feelings and freedom.

In order to make the children aware of their own sense perceptions, the poets asked them what they could feel, hear, smell, taste, or see at a given moment.

David Shapiro reported: "I tried constantly to bring about some classroom awareness by forcing most metaphors and similes to be taken from classroom objects. I also tried to have them include as much color as possible and helped them make the startling Gauguinesque discovery that anything can have a color, including other sensations." Classes closed their eyes and answered such questions as "What color is a fight? What color is a hug?" Thus, internal and external stimuli produced imagery.

The world of fantasy motivated many children. The poets drew maps of imaginary countries on the board, and the children wrote about what they might see there. They constructed perfect worlds and manufactured rainbows. They made trips into the future and examined monsters. Other exercises to stimulate imaginations included imagining about life in a world where everything danced, about the life of an elephant, and about life in a world where everything froze and then turned to flame.

Though individual emotional reactions were evident in all the student writing, some of the poets based sessions on emotionally charged questions, such as What do you love? Hate? What makes you sad? What drives you crazy?

They brought source material from children's culture to the classroom in the form of records and tapes. The Beatles and Simon and Garfunkel are familiar to young people, and their lyrics are good examples of modern poetry. They used the *I Dream of Jeannie* television program to motivate wish poems. The poets asked the children, What would you do if you had a genie? Discussions of Dracula and Frankenstein brought out hidden fears. Poet Carole Clemmons played "Say It Loud, I'm Black and I'm Proud." She directed the class, "As long as the music is playing you can move or dance, but when it stops you have to be seated."

The poets also introduced unfamiliar and esoteric material to which the children responded. They read lyrics from *The Tempest* and *As You Like It* and poems by Langston Hughes and e e cummings. They played a recording of sitar music from India and showed a reproduction of Van Gogh's "Sunflowers." All these materials had an emotional appeal that was translated into verbal expression.

Since the poets don't use rhyme and strict metrical patterns consistently in their own work, they urged the children to write in whatever form they wished: single words, lines, sentences, or paragraphs. However, in some sessions, they introduced the concept of poetic structure. Art Berger told his classes about "rules and play." He said, "Like basketball, baseball, and other games, anything that gives fun requires some order in the form of rules. Art as a form of joy also needs a little in the way of rules or it would simply be noise without pleasure." He gave a pattern for a small five-line poem similar to haiku that he called a *rocku* and had the class create poems within this framework.

David Lloyd introduced the concept of the metaphor in several of the mimeographed sheets of "Loonies" he distributed to his classes. His sheets suggested metaphors and had blank spaces for the students to construct their own. For example: Did you ever see a father as slow as ketchup? Then he had the children fill in such sentences as, "_____ tastes like _____," and "_____ is faster than _____."

The poets showed that rhythm and sound are their tools just as colors are for painters. Art Berger read his own line, "bumper-to-bumper-to-bumper-bumper-to-bumper-to-bumper," to illustrate "how an image is created in the very sound and shape of the words that convey the feeling of a frustrated moment on an expressway." Phillip Lopate had the children write one-line alliteration "poems." He would ask for a letter and then ask for a volunteer to make up a sentence using as many words as possible beginning with that letter.

Generally, the poets taught the children to use words as poetic tools, but without subjecting the children to the formal names of the concepts. Art Berger summed up his lesson plans in this way: "By exploring sound (eye-in-ear), metaphor, and *Image*-ination and its relationship to inner space (identity) and to outer space (environment), we found we were able to deal with most of the ingredients for making poetry."

All the methods and techniques were planned to make every child feel capable, successful, and creative. By encouraging and accepting the revelation of the children's secret feelings, the poets helped them to realize themselves. Although the program produced beautiful poems of high literary quality, a more important achievement was the widespread verbal expression of children's emotions. □

RAPPING

IN SUMTER HIGH

□ **"My name is Esther Cantey, and I'm one of the** leaders of our first rap sessions," the eleventh grade black girl told her classmates. "Now, repeat my first name and give yours," she instructed a girl sitting nearby.

"Esther. Bonnie."

"OK, the next person. Repeat our names and add yours."

"Esther. Bonnie. Ralph."

About 30 fellow students were seated in the circle and the list was soon difficult to remember. "Who *are* all these people, anyhow?" asked one frustrated student, as his classmates joined in laughter. When another participant failed to come up with a name, his neighbor teased, "Total recall?"

A friendly game? Yes, but one with a serious pur-pose—the opener for a student-led rap session at Sumter (South Carolina) High School. An editor from *Today's Education* was there to see how it progressed.

The session continued when a second leader, a white student this time, introduced himself as John Boykin. "How did you remember the names? Was it difficult?" he asked. "I could tell by your faces whether you are interested in other people or whether you don't care. You know, you can just look at someone and tell if he cares—if he will give you a chance and listen to what you have to say." (Nods of agreement from the group.)

"Let's play another game," John suggested. "Who'll volunteer to sit here, in the center of the circle?" A girl raised her hand.

"Fine. Now pretend you have a big ball of clay in your hands. Make something and we'll guess what it is."

The girl scratched her head, trying to decide what to do. "You're putting clay in your hair!" someone called out. Again, laughter from the group.

And so it went as various students fashioned a car, light bulb, snowman, and other objects with varying degrees of expertise. When a boy shaped what was obviously a voluptuous female figure, a classmate commented, "Nasty!" to the accompaniment of giggles and guffaws.

Suddenly, the mood changed. "Let's talk," John said. "Let's talk about whatever is on your mind. Say anything you want as long as you stay calm and don't try to hurt anyone's feelings. Who'll start?"

A black student raised his hand. "I'd like to talk about the homeroom elections," he began. "I don't think the kids voted on the basis of qualifications—only on popularity. And some of the black kids voted against each other. They thought it was just a silly game." The room was completely quiet now.

"I want to say something else," the speaker continued. "I'd like to tell you what I believe black power is. To me, black power is for a black person to really mean something in society and to win economic gains." He paused and added, "And I think soul power has to do with goodness and with God. That's what soul power means to me."

The next sound—the bell—brought groans from the students, the observing teacher, and the visiting editor. The bell had cut short something meaningful, and everyone sensed it.

Rap sessions are not a new idea, of course, but they are new at Sumter High School. Nine simultaneous 45-minute sessions (each conducted by two student leaders) were held in various classrooms that morning, with teachers serving as interested observers. Plans call for additional raps to be held every other week. Students who do not wish to participate may attend club meetings or study in the auditorium.

To understand the significance of this new activity, one must know something about Sumter High's recent history, a story best told, perhaps, in three words: integration, innovation, dedication.

- Sumter is the story of a newly integrated high school on two campuses—with two principals, one black and one white.
- It is the story of an innovative effort to ease tensions and improve relations between black and white students.

• It is the story of dedicated students, teachers, and administrators who believe that people of different races can—*and must*—get along together.

Walter McRackan, the white president of the Student Council, summed it up this way: "We're at the point now where we can't say, 'If it doesn't work, we can have it the other way again.' We're at the point now where we have to ask, 'How good are we going to make what we've got?' There's no turning back now, and I think people are beginning to come to grips with this."

"OK, move around and sit beside someone you'd like to know better." This directive from Student Council President Walter McRackan (standing) brought smiles and some puzzled looks from classmates taking part in a rap session at Sumter High School.

Everyone at Sumter High knows what it's like when things don't go well. The 1970-71 school year was anything but harmonious.

Sumter, a city of about 25,000 people, desegregated its public schools in 1963-64, but it was only a token effort. In 1970, the district decided to establish a single, two-campus high school for the city, merging the students at the former black (Lincoln) and former white (Edmunds) high schools. The plan called for all tenth graders to attend the former black school (now called the Council Street campus) and eleventh and twelfth graders, the former white school (now called the Haynsworth Street campus).

The first year proved difficult. Conflicts about band uniforms, names of newspapers and annuals, school colors, the alma mater, and long-standing traditions (homecoming week for the black school and a parade of floats for the white school) caused bitterness among the student body. Many black students suffered what the white principal of the Haynsworth Street campus calls "a feeling of lost identity with their school." Student walkouts and unrest plagued both campuses.

"We had a number of problems, including the fact that some of our black students had never associated with white students before—or with any white people, for that matter, except, perhaps, a few white teachers," the white assistant principal of the Haynsworth Street campus explained. "Then, too," she added, "We didn't have enough interesting activities going to provide interaction and build understanding."

Little by little, some touchy problems have been settled. Sumter High adopted blue and gold, the colors of the former black school, and the gamecock, the mascot of the former white school. (Sumter is known as "The Gamecock City." It inherited this nickname from General Thomas Sumter of Revolutionary War fame who, it's said, "fought like a gamecock.")

The argument over the alma mater was settled by a contest. The student who wrote the best words for a new song won $25—along with some fame. New band uniforms are on the way.

The black principal of the Council Street campus pointed out, "Of course, we still have students who can't discuss things calmly, but the atmosphere is better now. Many black students were angry at first because they felt their school had been downgraded."

The Council Street principal feels that the community is generally helpful, though some parents are still irate. With a smile, he noted, "Just this morning a white parent called to tell me about a white student who had pulled a knife. That's quite a change—a white parent calling to complain about a white student. You might say it's progress."

Can rap sessions help to improve student relationships? Administrators, teachers, and student leaders feel they can. They believe the students need more interaction and freedom to talk than they have in regular classroom activities. The principal of the Haynsworth Street building cites the main values of the rap sessions as the calming of tensions, opportunity for students to express themselves, and feedback to the administration. Tenth graders may also have rap sessions during the second semester.

Major credit for training the student leaders, an effort that began in the summer of 1971, goes to the black assistant principal at the Haynsworth Street campus and to a black staff member of a junior high school in Sumter. The two attended a workshop at the University of South Carolina's desegregation center and later, with the help of two people from the university, trained students in leadership techniques.

Last summer, Walter McRackan was one of a group of eight students, both blacks and whites, set up by the state department of education, who toured South Carolina, visiting schools, interviewing teachers and students, and talking with people in various communities in an effort to get at the problems which divide blacks and whites. The students also attended a workshop where they set up the goals they hope to meet at their schools during the present school year. "We hope to promote unity," Walter stated. "Our big emphasis is on human relationships."

In summing up his feelings about the first rap sessions, Walter commented: "Eight out of nine of the sessions went well—much better than I thought they would. I take the blame for the fact that there was some confusion. I was so anxious to get the teams ready that I didn't concentrate on who should go where, and a couple of teachers got upset.

"But the teachers who held the sessions in their

homerooms were excited about what happened. This was a big effort to show that kids can get along—and it worked.

"There are still walls between the black and white kids, but I think with a good effort the walls can be broken. I'm convinced of it."

Walter feels that black students may favor the rap sessions somewhat more than whites, but he points out that the sessions will not be effective unless both participate. "Some of the white kids dropped out because they said their session was dominated by blacks. I think that in time the white kids will realize how blacks have felt in the past—how it feels to be in the minority."

Shirley Chatman, the black, soft-spoken vice-president of the Student Council, hopes the rap sessions will ease tensions. "The ones we had today helped already," she said. "The kids enjoyed them. Once we got them to relax, they could really talk."

Shirley added, "Last year was the first time blacks and whites were together and everything was tense because of the disturbances. But now I think the seniors, especially, realize that we'll soon be out in the world or going to college and that we have a responsibility to ourselves and to society. So, the kids aren't going to do anything that will harm their education, like fighting or getting put out of school."

The white faculty adviser for the Student Council described some of the difficulties involved in conducting rap sessions. "The big trouble is that we lack experience—and that goes for teachers as well as for students. The student leaders suffer because they haven't come up through the ranks, say from junior high school. Leadership is new to them. But the kids are learning a lot, especially about nonverbal communication.

"The homeroom elections showed definite racial bias, with whites voting for whites and blacks for blacks. The students aren't completely integrated yet," she stated.

A black social studies teacher agreed that improvement of human relations will take time. "We have integrated bodies but not spirits," she explained. "But relationships are better than last year.

"Schools can reach students by helping them to understand what is going on in America today, and somehow black history must take its rightful place in

the American history course. I have already added African backgrounds to the course because they are just as important as European backgrounds."

Curriculum innovation is also part of the Sumter story. A new English program has been designed to provide students with a choice in what they study. This option, too, is part of a dedicated effort to make integration work by making school more relevant.

The English curriculum is broken down into a variety of topics, each to be studied for a six-week period only. A student must take certain required courses in order to earn his English credit, but he may have up to three electives during the school year. This approach relates the curriculum to individual students and also adds interest because it allows for changes in topics, teachers, and classmates every six weeks.

Eleventh graders may choose American Folklore and Folk Music, Science Fiction, or Creative Writing. Twelfth graders may select Mythology, Science Fiction, or Shakespearean Comedy, among others. Remedial Reading is also an elective, and students who need help are encouraged to take it.

The chairman of the English Department noted, "Enthusiasm is greater now than it has been at any other time during the six years I've been here. I don't hear 'English is boring' anymore. Of course, I would prefer four, nine-week sessions rather than six, six-week ones. That way we could combine some of the courses that are too thin."

"The big advantage of the program is obvious," the teacher of American Folklore stated. "Students take subjects that interest them, and teachers teach the subjects they like. That way, we take advantage of teacher strengths.

"Today's kids tune out a lot of things, but in the folklore course they listen to the words—to what people say on the tapes. I think this is one of the strong things that will come out of the course, as far as anything lasting goes."

Although Sumter High still has problems—different schedules at the two campuses, for example, cause some headaches—everyone agrees that with hard work and dedication the future can be bright. As the white assistant principal of the Haynsworth campus explained, "I'm proud—proud, though not yet satisfied—with what we're doing here. Our public schools deserve the support of the community, and we're striving to make our one-school-on-two-campuses idea work."

Frank Martin, a black student who hopes to go to college this fall, is editor of *Signature*, Sumter High's literary magazine. He believes the magazine makes a real contribution in the field of human relations. "*Signature* is relevant," he said, "because it expresses what the students really feel. We're encouraging everyone in our school to contribute."

Frank added, "Our theme for this year's issue is Life—The Eternal Drama." A visitor to Frank's school might agree that this theme says it all for Sumter High. □

Failure in First-Grade

MARY M. HARRIS, *first grade teacher, Edward Devotion School, Brookline, Massachusetts.*

□ **All of us have seen failure and have commiserated** with those who failed. Yet how many of us have actually felt the frightening despair of failure? I have.

A veteran teacher with 15 years' experience in several excellent schools, I've been called a born teacher. However, when I recently faced a class of first graders, I was a failure day after day.

My room was set up as a modified open classroom with various activity centers. Theoretically, the group should have been busy and happy. It wasn't. It was a disaster. Noise reached a frenzied pitch. The children didn't listen to me. Once I banged a book against the desk, making a terrific noise. Silence enveloped the room for a moment—perhaps long enough for them to hear my next five words.

My hopes for some small success with an individual or two came to nothing. Amantha wouldn't work unless she received help from me ahead of her classmates. Arlene was sure Elizabeth was getting more of my time than she was. Arnold perched on the edge of his seat as if ready to fly away.

I spent long hours trying to set up interesting lessons, made complete daily plans with several alternatives by way of backup so I could make a quick switch, and tried various methods of control, including formal seating. None of these worked.

My colleagues were sympathetic; the principal assured me things would be better another year. But nothing helped—I was failing as a teacher.

Beginning to think about former students who had a failure image, I understood, for the first time, their deep fears and realized why verbal encouragement didn't help them.

Praise is only a surface comfort. No one needs to tell a person whether he's a success or a failure. He knows the answer in his own heart, and until a change is made, nothing counts.

It seemed that the only answer to my problem was to try to get through the year somehow. Maybe then I could reach an exit, get straightened out, and start

off in the right direction with a new class. But in the middle of the night, a nagging sense of failure still woke me up.

Walking home after one horrible day, I was so immersed in misery that I didn't see Mrs. Walker until her cheery voice called out, "Hello, Mrs. Harris. Let me tell you what Ernie said today. He rushed in from school shouting that this was the most important day of his life."

"Really?"

"Yes! He learned to use the zipper on his pants."

"That's wonderful—wonderful!"

As I left her, she called after me, "He doesn't have to pull them down anymore."

I had never placed much importance on a boy's ability to use a zipper. Suddenly, these questions hit me: Do the children and I have the same interests and ambitions? Do I understand *their* concerns? That night I began the difficult and painful task of figuring out what goals each child was really striving for and whether or not he was aware of them.

Opal didn't care about learning phonics; she just wanted to be as secure as Vicky. That was why she loved to copy things; her papers were beautiful.

Joe wanted to be boss. To hold his position of power, he divided the boys into factions that fought each other in an effort to win his favor. He had little time left for schoolwork.

Patrick was afraid to walk home alone because a gang of older boys tormented him. He spent his day trying to keep on good terms with Tom, his neighbor, so they could walk home together.

Isabel? Now it was clear why she always chose books and projects which were too hard for her. If she chose something sufficiently beyond her ability, success and failure were irrelevant.

Randolph chose the same easy books over and over so he could appear to his parents to be reading well.

While going down through the list, I became more and more aware that the children in my class were not interested in what *I* considered significant. Why was their attitude different from that of young children in my previous classes?

Could it be because of the open classroom, with its freer expression? The longer I puzzled over the problem, however, the more I became aware of factors outside the classroom. Convinced that parents, relatives, and even society in general were involved, I began to conclude that the generation gap has reached the first grade.

Today's six-year-old has grown up in troubled times. He listens to his relatives, his parents, the teen-ager in the park, the boy next door, his teacher, the TV. Who is right? Whom should he follow? No wonder he's confused. He resorts to seeking his own immediate goals. These are important to him, and whether we like it or not, they must be important to us.

With this in mind, I asked myself some searching questions. What about *my* goals? Should I forget my contract to teach boys and girls to read, write, and do arithmetic? Should each child be permitted to work toward his own goals, ignoring those of other people? If Randolph's only goal is to please his parents, should I permit him to keep on choosing the same books over and over? How can I help these children understand what they are seeking and, through their understanding, help them grow emotionally and intellectually? If they can't face their problems in the early school years, how can they face problems which will surely become more disquieting for them and more disrupting for society?

Having thought this through, I began to unfold a plan for my class. Working with me individually, each child developed a list of goals which we both agreed were important for him. These goals were concrete and positive. For example, one of Joe's goals was to help organize games which included *all* the boys. In doing this, he was leading without breaking the group into factions.

Vicky seemed secure, but actually she was shy. One of her aims was to help Opal learn to read. Her efforts served three purposes: Vicky was overcoming her shyness, and Opal was not only learning to read but was getting satisfying attention from her idol.

Patrick set himself the goal of playing with a different person each day. This separated him from Tom and helped him make friends with others. (He found he could still walk home after school with Tom.)

Each child had a written list of his goals. Parent conferences revealed that many boys and girls took the lists home and discussed them with their families.

The children came to realize that all their goals fell under two general headings:

- Try to think of others.
- Try to do your best.

Soon my class began to take on some semblance of order. It was still noisy; there were fights and sometimes emotional outbursts. But now we could discuss these individually, in small groups, or as a class. We became aware of each other. The students didn't always follow my directions, but they tried. (I stopped taking tranquilizers.)

There were many red-letter days, such as the one when the Japanese boy who had entered the class speaking only his native language first answered in English loud enough to be heard. (The class spontaneously clapped.) And there was the day Joe left a game to ask David, a loner, to join up.

My original goals were also being realized. Isabel no longer chose materials that were beyond her. Slowly but surely she was working on her own level of competence and enjoying her success.

Randolph chose a new library book each day and read it well because he wanted to. (His parents were impressed.) Opal and Vicky created a play, and Opal wrote a beautiful note requesting to stage it.

Surveying the situation, I felt warmly satisfied. The children were facing their problems. We didn't have complete solutions, but we were getting someplace. □

JOSEPHINE ADAMO KENNEDY, *second grade teacher, Maugham School, Tenafly, New Jersey.*

THE GREAT VALEN

□ **Miss Clayton was calling the roll of her second** grade class on the opening day of school. "Tell me if I'm saying your name correctly because I want to mark the sounds here in my book." Miss Clayton never missed an opportunity to make an activity relevant.

Halfway through the boys' names, she called, "Larry Neubauer."

"Oh, no! Don't tell me *you're* going to call me that, too! It's Noy-boyer, not New-bower."

Later that day, a wide-eyed angel consoled, "Larry gets mad if you say New-bower instead of Noy-boyer because the kids call him New-*bowel.* But don't mind Larry. Nobody likes him anyway." Her face was as sweet as those in Joan Anglund's *A Friend Is Someone Who Likes You.*

As an opening week activity, the children made a mural of their community and drew themselves in it. Miss Clayton liked to get all the boys and girls involved, but Larry was the only one who didn't put himself in the picture.

"I don't want to draw," he insisted.

One of the other boys offered, "Larry never wants to draw. He can't draw good. I can draw good, though." And so he could.

The boy's words were like a pitchfork in Larry. He went berserk, stabbing at the picture with his scissors. "I'm better than anybody in this whole class! In everything! I got all A's last year. I just don't want to be in the picture."

It was true, unfortunately. The eccentric-genius-in-the-ivory-tower syndrome.

Although Miss Clayton didn't think Larry should give up his individuality, she wondered if he'd be more acceptable to the others if he conformed a bit more in his appearance.

"Larry, if you would put your shoes on the right feet, maybe you could get your feet into your shoes all the way. And then you'd be able to tie your shoelaces." (And then maybe the other children wouldn't laugh at you.)

"I know how to tie my shoelaces. I just don't want to."

"Do you have a belt you could wear, Larry? If you didn't have to hold up your trousers all the time, you could run and play with the other boys."

"They don't want—I mean—I don't want to play with them. I'd rather collect rocks. I have nineteen igneous, thirteen sedimentary, and eleven metamorphic. That's forty-three, you know."

Math was his passion. By means of it, he dared to communicate. At Halloween time, he wrote a book about pumpkins. Nothing was unusual about it, except that his pumpkins started out as a pair and at every turn of events they doubled in number. After fifteen pages, his pumpkins had progressed geometrically to 32,768 without losing a single one!

Miss Clayton watched the delighted reaction of the class as Larry read his story aloud to them. Math might be the key, she thought. But then he had to spoil it all by saying, "I'll bet nobody else in the class could write a story that has so much adding!"

This true story was a prizewinner in the 1971 Today's Education Teachers' Writing Competition. Prize funds were supplied by the Reader's Digest Foundation.

For other outstanding school stories, see *Schools Are People: An Anthology of Stories Highlighting the Human Drama of Teaching and Learning,* an NEA publication. 1971. 193 pp. $3.50, paper (Stock No. 381-11960); $5.25, hard cover (Stock No. 381-11958).

TINE'S DAY HOAX

And all her hopes for his immediate socialization came tumbling down like the pumpkins in the story.

Winter brought paper snowflakes. When Larry discovered that his clumsy fingers could manipulate scissors well enough to create a delicate design, he made a blizzard of lacy hexagons. He counted all the ones he made.

It was Larry's delight in computing sheer numbers of things that finally prompted Miss Clayton to perpetrate the Great Valentine's Day Hoax. In February, love conquers all—art, language, literature. Despite all the romantic flurry, however, Larry hadn't contributed any hearts or verses to the bulletin board or mailbag.

Perhaps he's still recovering from all the snowflakes, thought Miss Clayton, but probably, he's on shaky ground in the love area. She decided to sound him out.

"There's still time to make some valentines for your friends, Larry."

"I don't have any friends in this class. I have other friends, though."

"Well, then, why don't you make some for them?"

"They don't live near here. They moved away."

"You could mail them."

"No."

She could see that his anger was beginning to be aroused—that he felt driven into a corner by the inevitable question, Don't you like anyone in this class? and the inevitable answer, No, because nobody likes me.

As she looked at the pastiche of love symbols around the room, Miss Clayton thought, What good does it do to have the children make all these things if they haven't learned what love is all about, if they haven't learned to accept each other's individuality?

I love Larry, she thought. How can I get the others to love him? If only I could multiply my love, commute it to the love he needs from his peers.

Maybe math is the key after all! *The position of the factors does not affect the product:* 28 x 1 = 1 x 28. Twenty-eight children love him one time, or one person loves him twenty-eight times. What does it matter as long as the product is the same: Larry is loved.

Why hadn't she thought of it before this moment, when the class mailmen were about to deliver the valentines? Miss Clayton reached into her secret supply of emergency valentines. Surreptitiously, she printed things like "From a Friend," "Someone Who Likes You," and "Guess Who?" Somehow she stuffed the cards into the mailbag without anyone's noticing.

Larry didn't expect to receive any cards. He kept saying so aloud, over and over, every time a mailman put another envelope on his desk. Then, to get him into the act, Miss Clayton insisted that he take a turn delivering valentines.

He explained that he didn't know the children's names. "But never mind," he bubbled, "I'll get someone to help me."

Before the dismissal bell rang, all the other children had eaten their cupcakes and candies and had opened and read their valentines. But not Larry. He was still counting his. Over and over he counted, exclaiming "Twenty-eight valentines! I got twenty-eight!" No one else had received that many.

The other children regarded him with awe. As he left the room, he was stuffing valentines, still unopened, into his book bag. Laughing, he called back to Miss Clayton, "I didn't think *that* many kids liked me! This is the best day I ever had!"

Many happy returns of this day and every day, Larry—365 to be exact! □

The Frustration Of College Professors

BERT I. GREENE, *professor of education, Eastern Michigan University, Ypsilanti.*

□ **These are exciting, stimulating, and provocative** times to be working at a university. The activist movement of students has brought into the open some of the problems of university life. Even as the activities of students increase, some faculty find themselves in a most awkward position. It is not with the righteousness of the movement that we have concern, rather it is with some of the techniques that are used.

Perhaps the reason for this is that there really is a generation gap. Many of us are a bit uncomfortable with love-ins, sit-ins, and hate-ins. We are more at ease with discussion, debate, exhortation, and argumentation. We are, therefore, ill-prepared to use the new weapons that our young people use so successfully. However, if college administrators interpret our unwillingness to participate in these activities as an acceptance of the status quo, they are very much mistaken.

Although the means of expression may differ, I believe that students and faculty share the same feelings of dismay and disgust at the way we are treated. For some strange reason, we feel helpless in this situation, perhaps because our jobs hang in the balance. The students, fortunately, do not share this viewpoint. They are young, idealistic, and action-oriented. They are tired of discussion and speech-making which go nowhere. They are annoyed at attending meetings where the minutes are saved while the hours are wasted. They want action, and they want it now.

As I talk with my colleagues at various universities, I find that the problems seem to be about the same everywhere. In fact, I am beginning to believe that dissatisfaction with the present university organization is a universal fact of life in higher education. Many of my colleagues would like to speak out but fear doing so because they are concerned about promotion and tenure.

Despite the platitudes about a university's being a place where there is a free flow of ideas and freedom of expression is valued, where people are free to think and are even encouraged to do so, where diversity is tolerated and even rewarded, few of us really believe that. We have seen too many of our colleagues "zapped" for engaging in these activities to be so naïve. However, these concerns must be voiced, and if some of my younger colleagues will not speak out, then from the security of a tenured position I should like to express some of the concerns we share.

In most colleges, department chairmen are the first line of administration we see. Most of us really don't know whether we should view them as colleagues or administrators; apparently their role does not permit them to be both. Their academic preparation, like ours, did not prepare them for administration.

Some of us remember when our department chairmen were colleagues, and we can't comprehend the strange transformation that took place as they moved from professors to chairmen. The move to larger quarters with the ready availability of a secretary and other trappings of an administrator apparently caused many changes. Yet the issues they raised regarding promotion and tenure, merit pay, adequate secretarial help, equipment and supplies, travel budget, and office are still with us. The only difference is that they no longer need be concerned, while we must still struggle for satisfaction.

For decades, we have been told that the role of the chairman is to facilitate the instructional process. So why doesn't he? Rather than being a facilitator, he is viewed by the faculty as one who runs interference for the dean, and his sole task appears to be making certain that the dean is not embarrassed. The department

chairman is the "no" man; when the dean wants to deny a request, the chairman is the one to do it for him. On the other hand, when the dean wishes to grant a request, *he* does it. Is it any wonder that we view the role of the department chairman in a negative manner?

Before we joined the faculty, department chairmen wooed us with a passion, writing us gracious letters and hosting us at their institution. We really believed that we were someone special and that there was a unique place for us in the department.

Many of us came to our department with excitement. We were greeted cordially, graciously shown to our offices, given our teaching assignments, and left alone. Although awed by it all, we didn't feel the need to say anything then. It seemed like the beginning of what was to be a most exciting adventure.

In many ways, we feel settled now. We can recognize many of our colleagues and find our way around the campus and city. Now, rumors about the size of the departmental allocations and salary increases for next year are growing. Surely, our chairmen must know that rumors are circulating, yet they have done nothing to set the record straight. Their silence on these matters only serves to make us more anxious. We feel that one cannot be creative or effective in a hostile environment. The psychological climate must be such that we can work without fear. We need to know that the chairmen will understand that we all make silly mistakes and that ours will not be held against us. Thus far, we have had little indication that this is true.

When we were hired, the department chairmen made us feel wanted, but now that we're here, they give the impression that they couldn't care less. Although we don't expect them to know everything that we're involved in, we would hope that they could know enough about what we are doing so that they could pat us on the back every now and again. We expect that acknowledgement of our contribution to our department will be shown in our salary, but money alone is not enough. Department heads should make it a practice to know what their faculty are doing and let us know that they know.

Department heads convey to us the feeling that they would like us to be passive beings. We are free to do anything as long as we do nothing to upset the routine. Should we feel strongly about an issue which is contrary to the administration, they would prefer for us to remain silent. Even if they shared our feelings, they would feel uncomfortable in a fight. We do not ask that they join us, but we have the right to expect that they will defend our professional, if not civil, right to disagree.

The procedure for bringing attention to a grievance begins with the chairmen. However, instead of listening to us and conveying our concerns to the higher administration or seeking a solution to our problems, they feel that they must defend what has happened. What they fail to realize is that they are expected to represent the faculty to the administration. In a real sense, they are our champions. However, when they fail to champion our cause, they effectively cut off our legitimate avenue to the redress of a grievance.

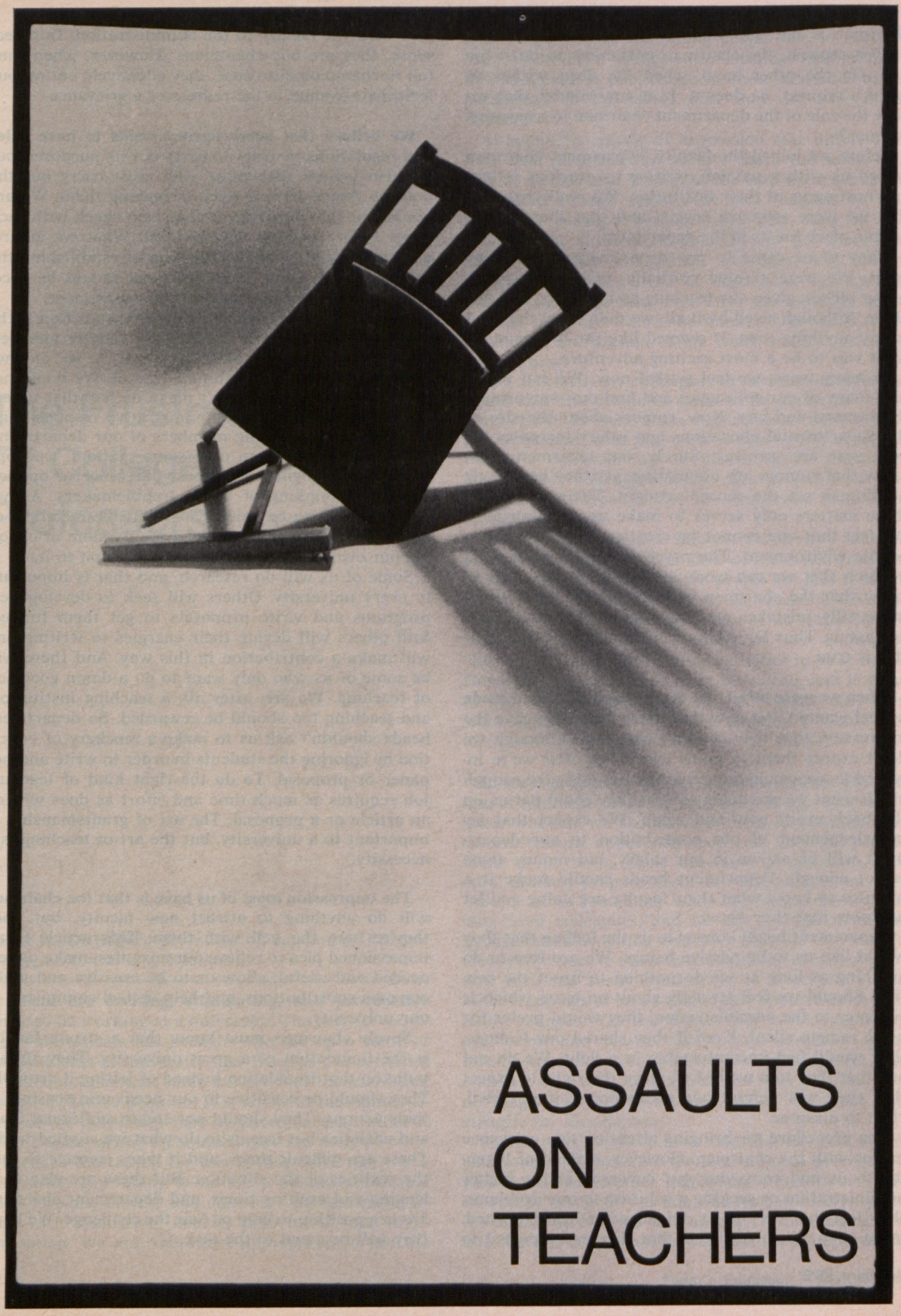
We believe that every agency needs to have rules and regulations in order to carry out its purposes, but we also believe that those who must carry out the policies should have a voice in making them. We are not asking that department chairmen check with each of us before making any decision. What we are requesting is that the prior function of establishing the policies which guide their decisions should be a cooperative effort of members of the department.

One of the attractions of a university position is the freedom and flexibility it affords a faculty member. We don't want to be administrators. If we did, we would have majored in administration. We hope that department chairmen won't make us feel that unless we assume some minor administrative responsibility we are not contributing members of our department. If we clash with them over some matters, we hope they could recognize an honest difference of opinion and avoid thinking of us as troublemakers. All we really want is to be valued and valuable members of our department and be allowed the freedom of choosing our own way of making a contribution to it.

Some of us will do research, and that is important to every university. Others will seek to develop new programs and write proposals to get them funded. Still others will devote their energies to writing and will make a contribution in this way. And there will be some of us who only want to do a damn good job of teaching. We are, after all, a teaching institution, and teaching too should be rewarded. So department heads shouldn't ask us to make a mockery of education by ignoring the students in order to write another paper or proposal. To do the right kind of teaching job requires as much time and effort as does writing an article or a proposal. The art of grantsmanship is important to a university, but the art of teaching is a necessity.

The impression most of us have is that the chairmen will do anything to attract new faculty, but once they're here the hell with them. This article is an impassioned plea to relieve our anxieties, make us feel needed and useful, allow us to be creative and make our own contributions, and help us feel committed to our university.

Surely chairmen must know that a strong faculty is the foundation of a great university. They should build on that foundation instead of letting it crumble. They should be sensitive to our needs and sensible in their actions. They should not create additional fears and anxieties but free us to do what we studied to do. These are difficult times, and it takes courage to face the realities of the situation. But these are also challenging and exciting times, and department chairmen are in a position to help us face the challenge. We hope they will be equal to the task. □



ASSAULTS ON TEACHERS

□ *Last year in Madison, Wisconsin, a parent who had accused a teacher of slapping her five-year-old son beat the teacher unconscious in front of her kindergarten class.*

• *A group of about 25 youths attacked 30 striking schoolteachers in Newark, New Jersey, in early 1971. The young people were armed with clubs, lengths of pipes, and a fire extinguisher. Six teachers required hospital treatment.*

• *As he was trying to restore order between fighting black and white students in the cafeteria at Nottingham High School in Syracuse, New York, Vice Principal Joe D. Woods was cracked over the head with a chair. His wound required four stitches.*

• *In testimony given a year ago before the California State Board of Education, James J. Hamrock, supervisor of guidance for the San Francisco schools, reported: "We get numerous reports on assaults. It's astounding to see what happens even in the elementary grades—teachers being hit and called filthy names, assaulted by little kids who really can't hurt them much. But the thing is, what are you going to do about these kids so they change their way of thinking about things, their attitude and behavior?"*

Violence in the schools is increasing and so are assaults on teachers by students, parents, and intruders in the schools. All the studies indicate that city schools have the lion's share of the shootings, beatings, and rapes that occur in elementary and secondary schools.

A study of 110 large urban school districts released early in 1970 by the Senate Subcommittee To Investigate Juvenile Delinquency shows pupil assaults on teachers rose from 253 in 1964 to 1,801 in 1968—an increase of 612 percent. (The same study showed the following increases in other school crimes: robberies, up 281 percent; narcotics offenses, up 1,070 percent; and drunkenness, up 180 percent.)

As part of an investigation of disruption in urban high schools, the Policy Institute of the Syracuse University Research Corporation sent a questionnaire in June 1970 to 2,000 secondary schools all over the country, the vast majority of which were located in the central city. Published by the National Association of Secondary School Principals (an NEA national associate), the Institute's report, *Disruption in Urban Public Secondary Schools*, indicates that 29 percent of the almost 700 systems that responded had had incidents of student-teacher physical confrontations in the past three years.

And an *Education U.S.A.* survey of 44 urban, suburban, and rural school districts in mid-1970 found that of those reporting increases in violence against students and staff members, the rates ranged from 5 to over 100 percent. However, many districts were unable to give comparisons because they have just started to keep accurate records of violent incidents.

Since many school systems have not and still do not keep detailed records of violent incidents in the schools, including assaults on teachers, and many educators do not report such occurrences, figures on the number of assaults may be too low. For example, a New York City "Statistical Report on School Incidents" states that the number of assaults on staff members for 1968 is 180; for 1969, 231; 1970, 287; and January to June 1971, 245. (The teacher strike that closed the schools for 20 percent of the school year affected the 1968 figure; and confusion about reporting procedures when decentralization went into effect affected the 1970 figure.) The Report estimates that the rate of unreported incidents may be as high as 60 percent or as low as 30 and cites school gossip about violent acts as support for those estimates.

Why aren't incidents reported? In a statement prepared for the Senate Subcommittee on Juvenile Delinquency, the late Senator Thomas Dodd said: ". . . it is in the interest of the system that whatever untoward violence occurs be hushed up. It reflects on the school system itself."

George Patterson, special assistant to the deputy chancellor of the New York City schools, with responsibility for school security, comments: "The teachers union would say that principals are trying to play such incidents down to protect their reputations and that of their schools. However, I think that's an oversimplification. Sometimes a principal might not report an incident because he considers it trivial—for example, a kindergartner kicks his teacher in the shins. Or a principal may not report an incident because the teacher, child, and parent have settled the issue privately and prefer to drop the matter."

Whatever the reasons for not reporting incidents, many authorities agree that accurate record keeping and prosecution of serious offenders are vital to combating the problem of violence in schools, including assaults on teachers. Senator Dodd in his testimony noted: "The fact that these events are treated so gingerly is not lost on the student body, which feels considerable encouragement from this failure to report violent incidents."

Edward D. Brady, director of personnel security for the Chicago public schools, believes that accurate reporting is a key to reducing the assault problem. The city has been keeping figures on assaults for a number of years, but recent data are more reliable because of improved reporting procedures.

Chief Brady, who is also president of the International Association of School Security Directors, has had his department analyze the data which the Chicago public schools have collected on assaults over the past 10 years. He reports that the typical assault on a teacher occurs when the teacher disciplines a pupil or breaks up a fight. Usually the assailant is a boy in grades 7 to 10 who is a student of the teacher's. Few outsiders and parents have assaulted teachers in Chicago.

Chief Brady says the greatest number of incidents occur (a) in schools in integrated neighborhoods; (b) between 11:30 a.m. and 3:30 p.m.; (c) on Fridays; (d) in March, April, and May. During those months, he

notes "children may be getting restless in school."

Because Chicago has these data, the system is able to station members of its security force in trouble spots at critical times. As a result, claims Chief Brady, from 1969-70 to 1970-71, all assaults on the system's 40,000 employees decreased 7 percent and serious assaults decreased 47 percent.

What have been the reactions throughout the country to the increased violence in the schools—especially assaults on teachers?

Jim A. Roady, president of the Association of Classroom Teachers of NEA, notes that some teachers—especially in large urban areas—are as concerned about their own safety as they are about the teaching-learning process. He says that at the last ACT Representative Assembly, the delegates passed the following resolution [52-71] that expresses an awareness of danger to teachers and students and urges that they be protected:

ACT is concerned that school disorders threaten the health, safety, and well-being of both students and teachers in many schools. It maintains that no teacher should be required or expected to teach or students be expected to learn in an atmosphere of threats and disorder.

ACT believes that a teacher must be free to use reasonable force to protect himself from attack and to protect other teachers and students from harm.

ACT calls upon local associations (a) to help identify the underlying sources of student hostility; (b) to help set up procedures designed to give a fair hearing to student grievances; and (c) to work with school personnel and communities to ensure a safe environment within the public schools. ACT commends those associations that have already taken such steps.

Teacher organizations in some parts of the country are having security clauses written into their negotiated contracts. The Education Association of Alexandria, Virginia, has a clause in its contract which provides that a student excluded by the teacher "will not be returned to class until both the teacher and the principal agree that the issue or action involved in the exclusion of the student has been given disciplinary attention."

The contract of the Erie (Pennsylvania) Education Association states that the school board must provide insurance coverage for a teacher who suffers physical disability as a result of malicious assault by a student or nonstudent while on school premises or on school business. The contract also states that a teacher's absence because of such an assault will not be charged against his sick leave and that the board will continue paying his salary and benefits for up to two years from the date of the injury (providing he turns over to the board certain insurance benefits he receives as a result of the assault).

Teachers associations are reacting politically to assaults on their members, too. After the beating of the kindergarten teacher in Madison, Madison Teachers, Inc., arranged to have an ordinance dealing with student disruption, destruction, and teacher assaults introduced before the city council.

The ordinance limits the types of personnel who may enter a school building without registering at the office and provides fines and/or jail sentences for violators. Association officials appeared before the council in behalf of the measure, and it was subsequently passed.

After an assault on a teacher, students, teachers, and parents become anxious. The *New York Post* reported that ever since a teen-ager raped a Bronx elementary teacher in her classroom, teachers in a Harlem elementary school "group together and dash out of the building" when the school day is over. And the *New York Times* quoted the president of the parents association at the school where the rape took place as saying, "All of our parents are concerned. If it could happen to a teacher, which is horrible enough, it could happen to a child." The president asked that a security guard be stationed at the school.

The request is not untypical. Many educators and parents demand that school systems beef up security forces after a violent incident occurs. For example, the New York City system added more guards to its security force after the rape incident. [See page 18 of the October 1970 issue of *Today's Education* for a discussion of the topic, "Police in the Schools."]

On the national level, Congressman Jonathan B. Bingham of New York City introduced The Safe Schools Act of 1971, a bill which would provide federal funds to local school districts to combat rapidly rising costs and incidents of crime in elementary and secondary schools. A spokesman for Mr. Bingham states that the bill has a number of sponsors with diverse political opinions—from Louise D. Hicks of Boston to Shirley Chisholm of New York City. He also says that House Education and Labor Committee Chairman Carl D. Perkins of Kentucky supports it.

The causes for the increase in assaults on teachers are similar to those for other crimes in the schools. The Syracuse University study lists 10 societal and six in-school causes of disruptions.

Number one in the societal causes is the climate of violence in the United States. Students live in times when "every day, physical confrontations between and among humans in America are in the news."

The study also points to student response to the civil rights and college protests as a cause of violence in the secondary schools. Students realize that the civil rights protests of the 1960's were against "laws and practices which were on the books." The protests were awarded legitimacy by many leaders. Few students missed the point, and many of them now believe they have the "right" to change rules they consider "wrong" and by almost any means. In the case of the college protests, these have had a "ripple" effect on secondary students who feel some kinship to their older counterparts.

Among other societal causes of violence in the secondary schools listed in the Syracuse study are the new permissiveness and racism—black and white.

(*Continued on page* 69)

What the U.S. Office of Education is doing about

DRUG EDUCATION

This Special Journal Feature of eight pages was prepared by Jane Hoyt of the U.S. Office of Education and was produced in cooperation with the staff of *Today's Education*. The feature is being financed by the U.S. Office of Education.

For further information about drug education, write to Drug Abuse Program, Office of the Deputy Commissioner for Renewal, U.S. Office of Education, Washington, DC 20202.

We Must Move!

● Few things are more alarming today than the use of drugs among the young. What is happening cannot be ignored, and we at the U.S. Office of Education are determined we will not stand by and watch the young people of this country destroyed.

Heartening things are happening in some states—drug education programs are bringing together many agencies and kinds of people, many age groups and kinds of approaches, into a united attack on drug abuse. Yet many communities still have no program to deal with the problem and, indeed, seem unaware of its existence.

The support of all the people in a community is essential for a successful effort. The Office of Education is sponsoring many projects, but communities are the best judges of their own needs, so we must work together to help our young people seek healthful alternatives to drugs.

How do we measure the value of what we do? One way to do it is by means of statistics.

We can say that the Office of Education has prepared nearly 400,000 people from many walks of life to go out and train others in drug education. This is impressive. But it is more impressive to *see*, as a result of this training, young people and adults sitting down together, often for the first time, and talking to each other about drugs and drug abuse.

We can say that the Office of Education has supported drug education projects since the late sixties. This is impressive. But it is more impressive to *see* what we have learned from these projects and that now, with the help of the people affected, we are mapping new programs which use what we've learned and what we continue to learn.

We can say that the Office of Education spent $6 million last fiscal year and is spending $13 million this fiscal year to fund drug education projects. This is impressive. But it is more impressive to *see* young people being turned on by people, by ideas, by helping others rather than by drugs.

We do not have all the answers. No one does. But together, we must try. We must *move*. If we care about what happens to our young, what choice do we have?

—**Sidney P. Marland, Jr.,** *U.S. Commissioner of Education.*

Disease and Symptom

A Maryland mother returned to her suburban home to find her 13-year-old son admiring the red marks he had bitten in his arm.

"Hey, Mom," he beamed, "doesn't it look like I've been mainlining?"

A frightening picture emerges: a youth culture in which drugs are so central that the user is a hero to be mimicked in fantasy as the Maryland innocent was doing, or to be mimicked for real as many of his age and even younger have done.

The trend of drug abuse by young people has turned upward. In 1969, the federal Bureau of Narcotics and Dangerous Drugs reported that persons under 21 accounted for 7.1 percent of the 68,000 Americans known to be addicted to opiates (heroin, morphine, codeine) —the first time the under-21 group has gone above 4 percent.

In September 1971 (using a new age bracket system), the Bureau estimated that nearly 20 percent of 78,000 known addicts were under 22. In 1969, 23 percent of newly reported addicts were under 21; in 1971, 36.4 percent were under 22.

And these were only *known* addicts. The Bureau believes the actual numbers were three to five times greater.

Accurate figures on use of such drugs as marijuana, LSD, and cocaine are even harder to come by. In a 1971 report to Congress, Secretary of Health, Education, and Welfare Elliot L. Richardson said "virtually all America data" indicated that about 1 out of 7 college students was using marijuana at least weekly and that in some areas as many as half the high school students had experimented with it.

Frightening as the youth drug problem is, though, it is really only one symptom (crime, contempt for authority, dilution of moral standards are others) of a disease that afflicts many, young and old, at this time.

We realize that a disease can't be cured by treating symptoms, but drug abuse by youth is so serious a symptom that we can't wait. We have to treat it, symptom though it may be, even though we don't yet know (may never know) the cure for the disease itself.

An essential part of the treatment, a part to which the U.S. Office of Education has firmly committed its support, is what has come to be known as "drug education."

What and How?

Before defining drug education, and discussing how we can improve it, let's define drug abuse—the thing drug education is supposed to prevent.

In this society, which relies on "a pill for every ill," a dose of something for every daily problem, drug abuse can be the misuse of anything from aspirin to alcohol, from tobacco to LSD or heroin, from tranquilizers to pep pills.

Causes of drug abuse by youth are many. Home conflicts, peer group pressures, low self-esteem, and advertising have all been identified as reasons young people turn to drugs. Parental example has also played a part, as a shaken midwestern mother (who was also a school board member) discovered at a workshop sponsored by the Office of Education. "We adults didn't realize we were drug users," she said, pondering what she had just heard about aspirin, tobacco, and alcohol. "We teach silently."

Drug education aims to keep young people off dangerous drugs by giving them enough information about drugs and themselves to enable them to make the right choice if a time of decision comes. As a practical matter, drug education cannot hope to prevent a youngster from ever taking an aspirin, from ever trying a cigarette. But the place of aspirin, say, in the roster of drugs and how its misuse could lead to reliance on stronger substances might be discussed.

Good drug education treats drugs as a symptom of a greater problem of society. It goes into factors that influence people to take drugs and into the place of drugs, good and bad, in society.

U.S. Commissioner of Education S. P. Marland, Jr., told a convention of student leaders: "The question for us in education, then, is not so much *whether* people use drugs as *why* they use them—and the challenge to us as educators is to help them find healthy alternatives to drug use as solutions to their problems."

Generally, Office of Education studies have identified five essentials for successful drug education:

• A "people to people" approach. Young people and adults must be brought together to explore common ground, modify their attitudes toward drug use, and learn to work together for solutions.

A 16-year-old Maine high school junior, recalling her rescue from the shadowland of drug abuse by a project supported by the Office of Education, made the point in these words:

"I learned that other people care about me. I have a place to go. They are providing me with alternatives to using drugs. It keeps me off the streets. I learned to be turned on by people. It was worth walking five miles . . . to get help and to help others."

• Community-wide participation. Although the school may take the initiative, cooperation with the home, church, and businesses and institutions in a community is essential to develop a project suited to that community.

• Participation by a cross section of the youth population. Young, properly trained, former users sometimes can be helpful in relating to other youth, in getting youths and adults to talk to each other, and in establishing an antidrug culture. Just because someone is an ex-addict does not necessarily make him effective in prevention programs. Any person, ex-addict or otherwise, must have personal qualifications and training in order to be effective.

• Integration into the whole school program. A parent who had participated in a drug education workshop in California reported: "The kids on the youth panel felt that drug education and communication with children have to begin very early." Not only does drug education have to begin early, Office of Education studies have found, but for maximum effectiveness it should be worked into the regular curriculum at every opportunity—in readings in English literature, in sociology and history papers, as well as in health study and biology.

An hour a week set aside for drug education is of little value. The all-school assembly with a speaker or film is of even less value. Regular exposure to factual material about drugs and himself, presented at the young person's level of development, has been found the surest route to helping him develop healthy attitudes toward drugs and see the worth of alternatives to them.

The school can help provide alternatives as well as point them out. It can offer sports activities and small in-school jobs, such as junior instructorships, to help students develop a sense of self-worth. It can help the older student find an outside job, in this case calling on the community to make its contribution to vigorous successful drug education.

• Honesty. Most students know enough about drugs to know when they're being conned. As a Connecticut eleventh grader said, "Don't snow us on false dangers, or we'll turn off completely."

What OE Is Doing

The Office of Education's commitment to drug education began in 1969 when it funded "Awareness House," an experimental project in Fort Bragg, California, a lumber-mill town some 150 miles north of San Francisco that had a serious drug problem. The project trained former users to work with youth, their parents, the school, and the community in an effort to awaken in the young people an awareness of self and to turn them on to relating with other people instead of resorting to drugs.

The experiment was so successful in establishing an antidrug culture that nine other communities across the nation are using their own funds to run Awareness Houses that are staffed with people trained under an OE-funded program. Eleven other communities, from Tracy, California, to Oak Ridge, Tennessee, are now following suit. OE meanwhile has begun an Awareness House training program at Hayward, California, that prepares ex-addicts as counselors and provides technical support to Awareness Houses.

Some of the pioneering drug education projects were supported under the Elementary and Secondary Education Act of 1965 (ESEA). One surveyed the health interests and concerns of 5,000 Connecticut children in kindergarten through grade 12 and established the important principle of honesty in drug education. Its report, *Teach Us What We Want To Know*, concluded: "Children should be taught openly and accurately the whole truth as to why people use [drugs and alcohol], what the results are, what the serious hazards are, how to avoid using them, and how excessive users can be helped."

Another early project, in Coronado, California, now has a grant to produce a report on its findings—one of which is that a particularly effective way to prevent abuse is to substitute wholesome activities, the "alternatives" approach.

Experience in those first years convinced OE that preservice and in-service training of teachers is one of the best ways to meet the needs of large numbers of students. After receiving a directive from President Nixon in March 1970 to train drug education teams on a national scale, OE allocated $4.2 million to develop the National Drug Education Training Program for teachers, school administrators, parents, law enforcement officials, and other community representatives—and youths—using the "multiplier effect." In the summer of 1970, the states and territories sent core teams to one of four regionally located universities designated as training centers. Each core team returned home to run workshops in regions of their state to train teams from local school districts. The local teams were to work on projects as well as train others in their districts.

By September 1, 1971, 55 states and territories reported having trained some 400,000 persons, who were then qualified to train others in their home school systems. How many they trained at home is not known, since many states did not survey local training.

A National Action Committee for Drug Education, made up of national experts from medicine, pharmacology, law, education, social work, and the behavioral sciences, planned, evaluated, and gave technical assistance to the original training program. Later, the Committee's responsibility was broadened to cover all OE drug education activities.

The real breakthrough for drug education came on December 3, 1970, with passage by Congress of the Drug Abuse Education Act, which authorized the expenditure of $58 million over a three-year period for drug education. For fiscal year 1971, $6 million was appropriated for the Office of Education to carry out the provisions of the Act; for fiscal year 1972 (ending June 30, 1972), $13 million.

By the end of 1971, a year after the Act's passage, projects were operating with Drug Abuse Education

Drug Education At Work

Act funds in 28 communities, 19 colleges, and 55 state and territory departments of education. Eleven projects were being supported with $1.3 million in grants to local school districts under ESEA Title III, which provides for supplemental educational services.

The National Drug Education Training Program is now funded under the Drug Abuse Education Act also. In addition to supporting training of community teams, the OE has cooperated with the Department of Defense in training projects on military bases, using some of the most effective techniques developed in community projects.

Besides funding major training programs and pilot projects in fiscal year 1972, OE plans to put part of the $13 million available for drug education into an experimental program called "Help Communities Help Themselves." It will award between 500 and 600 small grants ($3,000 to $5,000) to support the cost of training teams of five or six persons at one of eight centers. Technical assistance will be available to these teams when they set up community projects.

The OE continues to participate as a member agency of the President's Special Action Office for Drug Abuse Prevention, where interagency committees meet to share drug education ideas and so enhance the activities of each agency in the field.

● What kinds of things are OE-supported projects doing?

All kinds of things—so many that it is possible here to look at only a few representative projects (by no means all the good ones, however) that are at work.

A SCHOOL-BASED PROJECT: BALTIMORE, MARYLAND

Project DAWN (Drug Awareness Within Neighborhoods), the Baltimore Title III ESEA drug education project, offers a good example of a school-based community drug education project in a city that ranks fifth in degree of drug use as determined by the Bureau of Narcotics and Dangerous Drugs. The Baltimore City Public Schools administers the project, whose interdisciplinary staff reflects the multiplicity of ethnic groups living in the target area.

The project organized itself through a community council, the nucleus of which was a team of adults and students trained under an OE-supported state drug-education program. On the council are students, former addicts, teachers, a junior high principal, probation officers, social workers, community service personnel, housewives, clergymen, psychologists, and a public relations director of the Baltimore City Police Department. The members of the council were involved in the planning and development of Project DAWN, and they continue to be involved in its implementation.

Leadership groups—trained by the project and composed of youths, parents, school personnel, and representatives of community agencies and of the general population—work in the schools, churches, libraries, shopping centers, local theaters, private homes, and area recreation centers.

The project disseminates information through information stations in shopping centers and through workshops that deal with the drug culture, historical development of drug use and abuse, pharmacology of drugs, sociological and psychological aspects of drug use, clarification of values, and drugs and the law.

To develop sensitivity in the community, Project DAWN offers training in attitude skills that involves role playing, youth-adult panels, movie viewing followed by discussion, and such techniques as "Sound-Off" and "Getting Acquainted."

The project is realizing one of its objectives—that of intervening in the cycle of addiction—by means of hot lines for both young people and adults; rap sessions at schools, churches, and shopping center sites; a street worker program that provides direct contact with community residents in schools, shopping centers, and other contact points in the area; and a counseling service manned by former addicts, trained counselors, parents, and leadership groups. Additional activities include news media presentations and drug-awareness workshops in the schools.

In the view of Project DAWN's director, its unique aspect is that the community people were involved from the beginning. They support the project because they drew it up and they run it. He does not regard the community as a mix of special groups and interests but, rather, as one entity, and he operates the project accordingly.

A COLLEGE PROJECT: UNIVERSITY OF MASSACHUSETTS

Room To Move, a drop-in center, is typical of the 19 college projects in that students planned it and run it. Supported entirely by the University of Massachusetts for two years, Room To Move now has a $37,000 OE grant to supplement University funds.

The 21,000-student university is located at Amherst, a community of some 26,000 in Hampshire County. A report by the Amherst Drug Study Committee showed that more arrests were made for drug-related offenses in the County in 1970 than in the three previous years combined.

Room To Move works closely with the University health service and with the community. Its goal is "to provide an objective, nonthreatening, completely confidential way for students as well as other members of the university and local community to obtain assistance should they need or desire it."

In two months, some 1,600 persons went through the center. About 800 of these wanted general information, 400 wanted counseling, and 175 needed help because of "bad trips." A lecture program reached more than 40 high school, college, and community groups.

A measure of the success of Room To Move appears in a letter to the OE from the University health service director, who said: "During the present year [1971] there has been a considerable decrease in the number of students admitted to the infirmary as a result of bad drug experiences. Nearly all of this decrease can be attributed, I believe, to the availability of the Room To Move staff, since there certainly has been no comparable decrease in drug usage on campus this year."

The director of Room To Move sees drug education as "a vehicle for social change." In his words: "If we can get teachers, parents, and community members to deal in different ways with conflicts surrounding drug abuse, it will open the door to deal with a whole range of other problems. If, out of this, individuals learn to make their own decisions responsibly, that's a lot of success. Schools, churches, families never helped individuals do this, and that's why we have problems like drugs."

A COMMUNITY PROJECT: SAN FRANCISCO

Mission Rebels in Action, a self-help youth organization operating since 1965, initiated a program in August 1971 called Más Vida (more life) to serve the special needs of a highly populated, foreign-born and black community in the Mission district of southeastern San Francisco, which has the highest density of under-21 persons in the city.

The Mission Rebels, which had already worked on such things as a food stamp and breakfast project, employment training projects (one project placed more than 1,000 in jobs), workshops in the arts, and a halfway house for girls (runaway girls, girls just out of jail, any girl who needs a temporary place to stay), is fiscal agent for a National Institute of Mental Health project called "Training Ethnic Youth as Drug Abuse Counselors."

Drawing on successes and failures in their other enterprises, the Mission Rebels worked out Más Vida as a "membership" project of "interrelated services

aimed at the deterrence of drug dependency among Mission youth from 12-21 through preventive education of the entire community."

The project, which received $123,000 in OE funds, offers job preparation (including training in how to run a small business) and recreation, as well as drug education in and out of school.

An essential part of Más Vida is cooperation with four other agencies, each of which specializes in a single facet of Más Vida's comprehensive plan: Centro de Cambio (Change Center), rehabilitation for drug users; Fort Help, therapy for behavioral problems; Horizons Unlimited, motivation for potential high school dropouts; and Teen Agents for Action, recreation.

"All of us know a lot about what other groups have done," says the director of Más Vida, "so we can at least avoid all of the obvious mistakes. The community knows we're honest, and the program is really theirs, not ours."

A STATEWIDE PROJECT: MAINE

In the past, states carried on drug education as part of total school curriculum but with different leaders for different facets of it: health educators, science teachers, counselors, etc. But the National Drug Education Training Program has had a real effect in unifying state and local community approaches.

Every state now has a drug education coordinator. Maine offers one good example (others could be cited) of how states are approaching drug education training and of the kinds of results the training produces.

The state's original training program turned out 40 community teams that are now conducting their own local school and community projects. Support of $23,000 from OE is assisting these projects and will train between 30 and 70 more community teams. Maine's objective is to have one or more teams in each of its 136 school districts. Existing teams throughout the state are identifying key community people to be trained by the state and returned home as further support to local teams.

Throughout Maine, too, teen centers and "rap rooms," many of them in storefront locations, are serving as places where young people can gather.

In Waterville, a group of adults and young people meet regularly to discuss all sorts of problems—school, love, and family, as well as drugs. The group has grown until now some of the original members have started other groups.

High school students in a smaller city started a "Transition Day" to help junior high school students about to enter high school. It turned out to be particularly rewarding for one young teen-ager who had just completed treatment for addiction and needed the kind of reinforcement Transition Day gave.

In Westbrook, after police and young people clashed at a drive-in restaurant that had become a teen-age hangout, a police captain who had trained as one of the city's six-member drug education team met with the young people to find out what was on their minds and what could be done to prevent another incident. It turned out the youngsters had no place of their own to go for recreation. The police helped them get and equip a recreation center. By way of thanks, the teen-agers painted the police station. But an even more gratifying result is that now the young people are coming to the police with drug and other problems. The police put them in touch with someone who can help.

"If that type of relationship stands," one of the state coordinators said of the Westbrook story, "and we can continue to use it as a model, good things have to happen. It has to rub off."

AN EFFECTIVE JOB?

Is the Office of Education doing an effective job in drug education? Much that it is doing is halting and experimental, and many communities still have no drug education. But as one state drug education coordinator, in California, assesses OE's performance, it is at least moving ahead.

"If improved communication between young people and adults is one goal," this man said in talking with an OE staff member, "then OE is reaching it. If training people to understand that drug abuse is a symptom of greater problems is another goal, OE is reaching that, too." □

Independent Travel-Study for Credit

ROBERT E. GABLER, *chairman, Department of Geography, and* **JOHN G. WESTOVER,** *dean, International Programs, Western Illinois University, Macomb.*

□ **"It's the kind of course one is always looking for—** the kind where an individual has a great deal of freedom but is not so free that he does nothing. He has to organize his thoughts and observations and to evaluate the experience using his own theories and conclusions rather than someone else's ideas."

This is how one teacher described the new Independent Travel-Study Program she participated in last summer. Sponsored by Western Illinois University and the NEA's Educational Travel Division, the program offers teachers who travel on NEA charter flights the chance to earn college credits while traveling abroad on their own.

The innovative Independent Travel-Study Program was started at Western Illinois University in the spring of 1970; the NEA became a joint sponsor that fall. The 1971 summer program consisted of 12 broad social science topics within which NEA travelers could fit their own projects and itineraries.

Although each topic was related to a specific social science discipline, all were broad enough to include history, geography, political science, sociology, economics, and even a smattering of anthropology and social psychology. The four university instructors connected with the program included two historians, a geographer, and a political scientist.

Each of the 12 topics carried three quarter hours of credit. A teacher could undertake a maximum of three topics (nine quarter hours)—depending on the length of his stay in Europe and his willingness to complete required readings and observations. Within this framework, the enrollee controlled his own itinerary, physical arrangements, and pursuit of interests.

The study topics ranged from Historic Landscapes to Patterns of Urban Memorials, from Rural Land Use Patterns to Selective Patterns of Artifact Preservation. Others dealt with population problems, the functions of cities, environment, and social welfare.

When the 1971 group of Independent Travel-Study enrollees arrived at one of the two travel-study centers the program maintains in Europe, the instructors in charge gave them individually developed instructional guides. After a general discussion of the philosophy of the course and agreement on the specific topics and projects to be undertaken, each participant made a "mini tour" of the city where his travel-study center was located. Whether in Amsterdam or London, he followed a prescribed route selected for its applicability to this topic. He then prepared a report and discussed it with his instructor so there would be complete agreement on evaluation standards for the entire course.

The travelers pursued a remarkable number of itineraries, modes of travel, types of accommodations, and areas of interest. Renting and buying cars was common, as was travel on a Eurailpass. Some persons stayed in luxury hotels; others bought tents and set them up on Europe's campsites. The travelers visited every country in Europe and some African and Middle Eastern lands. Britain, France, Germany, Spain, and Italy were most popular, however.

At the end of the course, the students spent a day of evaluation with their instructors, during which time they sketched their routes on road maps and answered detailed questions about the observations they had recorded in their notebooks.

And so, how about the 1972 program? What's ahead for the coming summer?

Once again Western Illinois University and NEA are teaming up to sponsor the Independent Travel-Study Program in Europe. The framework, topics, and instructional staff will be much the same as last summer. Some administrative flaws discovered last year will be corrected. For example, 1972 enrollments will be completed earlier so as to facilitate better distribution and coordination of the travelers. Also, participants will be given a clearer understanding of the amount and caliber of work and study required to receive credit for the course. A more complex charter schedule will make it necessary to man a greater number of centers.

Only those who travel on an NEA or affiliated state association charter flight will be permitted to participate. (See the November issue of *Today's Education* for a complete list of NEA charters for summer 1972.) Applications for flights may be sent to NEA Educational Travel Division, 1201 16th St., N.W., Washington, DC 20036. Information on the courses and enrollment forms are available from: Division of International Programs, Western Illinois University, Macomb, Illinois 61455. Enrollment for the courses should be sent directly to the University.

Acceptance by the University will depend on the spacing of enrollee arrival dates in European centers so that orientation and evaluation—the heart of the program—can function on an individual basis.

For the traveler with an individual project of a serious social science nature, independent Travel-Study can be the way to "do your own thing in Europe for credit." □

SPECIAL FEATURE ON PROFESSIONAL ASSOCIATIONS AND IMPROVEMENT OF INSTRUCTION

During the 1971 NEA Convention in Detroit, the NEA Office of Professional Development and Instructional Services (now in the Division of Instruction and Professional Development) sponsored a meeting titled "The Association Makes an Impact on Instruction." **Thelma Horacek** of the professional staff of the Division narrated a mediated presentation on the NEA Tri-State Workshops for the Improvement of Instruction, which was followed by a discussion of the association role. Participants included **Dan Austin,** who at the time of the meeting was president of Carman (Michigan) Education Association, but is now on the MEA staff; **Edna Donley,** director of professional services, Oklahoma Education Association; **Michael J. Fleming,** director of information services, Iowa State Education Association; **John Fouts,** member, Instruction Council, Lansing (Michigan) Schools Education Association; and **Patricia Mervyn,** president, Clackamas Elementary School Unit, Oregon Education Association.

The following dialogue concerning the importance of the association role in instruction was developed from the nucleus of that discussion.

Edna Donley: The most important thing is for members of the local to be thoroughly convinced that the improvement of instruction is one of their responsibilities. In my opinion a local's most challenging, most rewarding, and probably most important role right now is in this area.

Pat Mervyn: One of the most important roles of the local is to set up the organizational pattern to facilitate group—student, parent, and teacher—interaction. The dynamic growth necessary for continuous improvements feeds on individual and group involvement. The association can open communication lines and bring the community into play.

Dan Austin: I think teachers and education associations are missing the boat unless they make improving instruction their main theme. Teacher welfare and legislation are important, but we have pushed these as our primary objectives and have left instruction out.

Mike Fleming: If a local really wants to go into this business of improving instruction, it must retain control of its programs and that may mean paying for the programs.

The quickest way a local can lose control of a program is to let someone else finance it. Make members pay for it, and they will be a little bit more demanding about the quality of the program. Also, they'll realize that improvement of instruction is serious business, just as serious as negotiating a salary schedule.

Thelma Horacek: I am with you, Mike, on the seriousness of the business. However, I wonder if teachers should be in the position of paying dues for things for which they also pay taxes.

John Fouts: In many instances the local association points the way to solutions and then negotiates funding from the school budget.

Mike Fleming: Locals in one area of Iowa are completely funding some teachers' workshops that deal with human rights and human relations. The Iowa State Education Association [ISEA] is participating in financing the NEA-Sioux City Education Association [SCEA] project for the improvement of instruction.

Edna Donley: How much is that costing?

Mike Fleming: Last year, ISEA budgeted about $700; and SCEA, about $1,200 for the program.

Dan Austin: Are the teachers paying, too?

Mike Fleming: Not for the in-service training, but they are paying registration fees for a summer workshop. And, of course, those who are getting college credit are paying tuition.

Dan Austin: Do teachers volunteer to attend or are they picked?

Mike Fleming: It's strictly voluntary. Professional associations can't make teachers come.

Thelma Horacek: You remind me, Mike, that Shirley

Day, coordinator of the NEA-SCEA pilot project in Sioux City had to leave the convention early because this week SCEA is conducting a workshop on the individualization of instruction and the use of learning centers. NEA and ISEA are furnishing the director and the consultants for it; Morningside College is providing the place and granting credit to participants. Central to the whole idea is the fact that members of the local association identified the need for this training, organized the workshop, are giving their own time, and furnishing the materials. [Shirley Day's discussion of the association's role in improving instruction begins on page 45.]

Edna Donley: We should not forget that before a local does anything in improvement of instruction, members should identify the problem they want to tackle in this area. In the process of doing so, all the members should have a chance to state their opinions. This takes time. One group of teachers from a local in Oklahoma worked three nights, from 7 till 10 o'clock, at a tri-state workshop deciding what problem in instruction they were going to attack.

Once the members have selected a problem, they must ask themselves, "What do we really want to do about this problem?" Then, the group must identify what forces are at work which will help them accomplish the goal and what forces are stumbling blocks which will hinder them. Once this has been done, they can decide on a timetable for the project, who will be responsible for different aspects of the program, and what resources will be available to them.

Dan Austin: As Edna has said, the first thing the local has to do is focus on what needs to be changed and then plan how to change it.

Our local in Michigan has invested in training many of our people in a number of areas. Of course, we had to have money to do this, and we have taxed ourselves to the tune of $150 per person in dues.

Pat Mervyn: Do you mean combined dues of $150?

Dan Austin: Yes, but we keep about 55 percent of the $150 for the local.

We had many problems in Carman. After attending an NEA Tri-State workshop in Battle Creek, Michigan, we decided to set up an instructional council. After assessing local political problems, financial problems, et cetera, we agreed on a plan of action.

First we went to the community with our idea. Through the news media, we informed the public what our local was trying to do, how much money we were committing to the project, and how much more money we needed. After we had held public forums, explaining our purpose, several groups—church organizations, PTA's, booster organizations—volunteered to help us. About a dozen groups are now involved in our project.

John Fouts: Was your instructional council set up in your negotiated contract with the school board?

Dan Austin: Yes. The board had already adopted a resolution favoring an instructional council, but we wanted the council written into the contract because a year or two from now the same board members may not be around, and the new people could be opposed to the council.

During negotiations, representation was the big hang-up. Right now we have equal representation from the administration and the association, with involvement from students and community.

Our local is also working on teacher evaluation. We have a joint administration-association committee which is rewriting our evaluation instruments and has already written a self-assessment program for teachers.

In addition, we are doing some things with student evaluation of teachers on an experimental basis, and we are looking in the area of human relations because it seems to us that one of the big problems in instruction is the attitude that teachers and kids have toward one another.

John Fouts: We have an instructional council in Lansing, too. We started out with a joint teacher-administrator council that had students and parents as ex officio members, but last year the parents received full voting rights on the council and this year the students will have the right to vote.

So now we're at the point where parents are submitting instructional proposals they want us to adopt, and students are coming to us with suggestions for courses they want. It's really thrilling to have the whole community bring their ideas to us.

Of course, the main thing that's made our council a success is that we have decision-making power. The superintendent has no veto power over our decisions. We have the final decision on instructional recommendations, except for those involving hiring of personnel or expenditures of money. These must be approved by the board of education. And, of course, we can't change state requirements on curriculum.

Edna Donley: How long has Lansing had a council?

John Fouts: We're in our fifth year.

Pat Mervyn: Did your superintendent object to losing some of his power when the council was set up?

John Fouts: No. He wanted us to be involved, but we negotiated the council into our contract anyway, because some day we may have a superintendent who acts like an adversary and we include in our contracts anything we feel affects terms and conditions of employment.

Mike Fleming: To elaborate on what John has said about a superintendent's power in relation to an instructional council: When a negotiated council is formed, all the superintendent loses is unilateral decision-making power. The local assumes responsibility, takes on a commitment. This isn't going to harm the superintendent, and the local should try to convince him that he's getting more than he's losing. I've observed that the enlightened superintendent sees this right away; the other kind doesn't.

Pat Mervyn: I want to get back to something Edna and Dan said about the importance of planning.

In Clackamas, we found planning was vital to the success of our innovative project in instruction. Two teachers and I went to an NEA Tri-State workshop in

Portland, Oregon. The process we learned at the workshop not only helped our local with its instructional planning, but was also utilized in our campaign to get the school budget passed—a necessary preliminary to starting on our instructional project.

Our local gained support by increasing parent and student involvement in the schools. We teachers held special evening meetings with parents and students. Then during the week prior to the vote on the budget, five to ten parents came to school every day to confer with teachers on a more informal basis.

We feel that one result of this increased communication between school and community was the fact that the school budget, which had failed once, passed by a good margin of votes.

Thelma Horacek: In other words, Pat, in addition to the actual improvement of instruction, you feel that the activities associations sponsor may sometimes help to secure financial support for instructional programs.

Pat Mervyn: Exactly.

Mike Fleming: In the early days of professional association activities, the big push was for the teacher's right to be a full-fledged citizen of the community. There were long debates in communities and within the profession about the legitimacy of having associations work to secure the same rights for teachers that everyone else had.

Once that was more or less settled, associations moved into the battle for teacher welfare rights—job security, adequate fringe benefits, and good salaries. Associations have forged ahead in this area, primarily focusing on negotiations as a means of improving teacher welfare. Of course, some questioned—and still question—whether it's legitimate for associations to get involved in negotiation.

Now we have come to the question of whether it is legitimate for teachers to make decisions about instruction through their local associations—either through negotiations or public relations or in cooperation with the school district and administration or independently. Once we answer this one affirmatively, teachers will achieve true professional status.

Thelma Horacek: It is difficult, of course, for those with vested interests in the *status quo* to relinquish traditional prerogatives, but I am impressed by the number of local associations gaining legitimacy and credibility in this area by demonstrated effectiveness.

An outstanding example is the association-operated Teachers Institute for professional growth in Scarsdale, which negotiated with the board of education for funds and released time (half-time for the year) for the teacher who directs the Institute. Another approach to in-service education is the Quality Education Project of the Las Cruces Association in New Mexico, which developed training in career education for K-12 teachers in order to make instruction more relevant for noncollegebound students, who compose about half of the school population.

Both of these locals were supported by their state association and NEA and have impressive cooperation and involvement of other agencies—both educational and lay groups.

Mike Fleming: The state and national associations can—and should—lead the whole profession in this. Remember, they gave the impetus for the local to move into the areas of negotiation, salary, welfare rights, and human rights.

In the 60's, association members—especially classroom teachers—wanted to have greater participation in the running of the organization. In those years, most of the resources of the association went into organizational development areas and into the fight for higher salaries because there was a genuine need there.

But now our welfare capability has reached a point in many places where further gains are going to hinge on the teachers' professional development and the public's perception of the job we do as educators.

We're going to have to funnel association resources into the area of professional development. Teachers are willing to move into this field, but they need help —especially in identifying problems and planning ways to solve them. They also need help in getting the local involved, in establishing committees, and in answering questions from the community about the legitimacy of teachers associations' taking the lead in making decisions about improving instruction. Here's where the state associations and NEA can help.

Edna Donley: Mike, I believe that the role of the state association is to provide the leadership and assistance to locals that you indicated they need. The state association must also work closely with the national and help locals to take advantage of the resources that are available to them from the national association.

Dan Austin: Let me say that the local is where the action has to be. It's going to be difficult for our national association or our state associations to do anything in this area if locals don't get going.

Thelma Horacek: There is obvious consensus in this group that the organized profession must increase its effort to improve instruction at the local level. I don't think we mean to imply in any way that we don't need programs at the national and state levels, but only that these programs must be geared to the needs where the action is.

In conclusion, may I add that in these times when so many critics are writing about what they call "grim and joyless" schools, it is encouraging to work with association leaders who with their colleagues are identifying what is wrong with schools (not overlooking what is right) and planning action to make instruction more effective and satisfying for both the teachers and the learners. □

◆ *Next month the* Journal *will present an article on the NEA's new push in improvement of instruction. The author is James W. Becker, new NEA assistant executive secretary for instruction and professional development and executive director of the National Foundation for the Improvement of Education.*

SPECIAL FEATURE

THE NEA-SIOUX CITY PROJECT

SHIRLEY DAY, *coordinator, NEA-Sioux City Education Association Improvement of Instruction Project; English teacher, East High School, Sioux City, Iowa.*

□ **Over our country, teachers find themselves in** schools which range from ultraconservative to exceedingly liberal. That is, some teachers are locked in so tightly that they must sign out to go to the bathroom; they may even punch time clocks. These teachers make almost no decisions concerning the instruction of their students. They may occasionally be asked to serve on a textbook selection committee, but that's about the limit of the exercise of their professional responsibilities in decision making. At the other extreme may be the district where teachers have recommendation power in the selection of principals.

My own situation is somewhere in between these two extremes. Both my school district and my local association are beginning to see the need for more teachers to make more decisions on instruction and professional development. Teachers are beginning to realize that they can move in this area, and they need to be given the opportunity to do so.

Where I teach, teachers are interested in professional development. The main pressure to improve comes neither from the district nor the local, but from students. Few teachers are thick-skinned enough to face today's pupils with lesson plans from another decade.

In my own classes, I must search constantly for new or better approaches to meet my students' needs. I wish to be a good teacher; I can't be one unless I constantly work at the task. What can I do?

I cannot rely on in-service education the district offers. In some ways it's improving, but not fast enough.

So, other teachers and I turned to our NEA-Sioux City Education Association Improvement of Instruction Project. Last January the group working on individualization of instruction won permission from the administration to conduct a half-day workshop in individualization for elementary teachers. This well-planned, teacher-run workshop was so favorably received that the administration used the same pattern and approach for its fall elementary in-service program. It's a beginning.

The editors have developed this article from the transcript of an extemporaneous speech delivered by Mrs. Day at the annual workshop of the State Teacher Education and Professional Standards Chairmen and Consultants held in Ann Arbor, Michigan, last summer.

Of course, teachers can always turn to colleges for professional development. The problem is that most of them offer the usual courses, such as "Europe Since 1914." I don't mean to discount courses like this, but I wish colleges would also give us courses that will help us improve our teaching techniques or inform us about innovations in education.

Again, our improvement of instruction group decided to try something along this line. So, we sponsored a summer workshop. A local college furnished us with facilities and granted one hour of graduate credit to workshop participants. Our local gave us 100 percent backing, the Iowa State Education Association furnished us with two cadre people, and NEA paid for an expert. The workshop focused on diagnosing students' needs, learning packages, and team teaching.

So much for where to turn for help in professional development. Another problem, as I see it, is that many teachers do not have free time during the school year to get together as a faculty. Of the 900 teachers in Sioux City, some are so expert in their areas that they are invited to other states to demonstrate their expertise. Yet, we in the same system do not receive the benefit of hearing or watching them. That's ridiculous. One of our improvement-of-instruction committees has suggested an intrasystem visitation plan to facilitate the exchange of ideas and techniques among the professional staff.

Still another area of concern is attendance at meetings and workshops. Whenever something exciting happens in education and school people have the chance to take a look-see, the principal and the supervisor are usually the ones who go. Yet, they are seldom, if ever, in the classroom facing students.

I realize that they must keep up on what is new, because as the situation now stands in most districts, they make curriculum and structure decisions. But when a classroom teacher goes to a meeting, he is looking for ideas which will benefit his students and he can make immediate use of whatever he learns.

Many years ago, I had an exceptionally bright ninth grade English class. Our school did no ability grouping so the overall excellence of the class was an accident. After pretesting the group and talking with them, I realized that I was facing a teacher's dream. Because I had to use the same textbooks in all my classes, I begged, borrowed, and created materials for these exceptional students.

The class became very exciting, and the students

communicated their enthusiasm for English to other young people in the school. Finally, the parents of students who weren't in the class began calling the principal, and he, in turn, called me to the office.

As I entered, I saw a curriculum guide for ninth grade English facing me on his desk. He questioned: "On whose authority are you departing from this plan?" I tried to explain that I was basically following it, but that one of my classes was so bright that I had to use supplementary materials. The conversation continued, but I didn't back down, and he ended our talk with, "Go think over what I have said." The result: I nearly lost my position because I would not teach lockstep with every other teacher.

Several years have gone by, and now, through my local association, I'm helping other teachers to individualize instruction. I'm receiving praise for the very methods which once nearly cost me my position. In my present situation, I find that administrators are giving me decision-making room. I don't fill that space yet, and I'm hoping that my education associations—local, state, and national—will give me all the assistance they can to make me a better professional and to enable me to diagnose and meet student needs better than I could before. But I don't want them to begin dictating to me as the administration formerly did.

Let me give an example of what I mean. A few years ago, a situation arose concerning the use of paraprofessionals to replace a teacher who was retiring. The staff in the retiring teacher's department decided that instead of employing a new teacher the district could hire paraprofessionals who could take over study halls, lunchroom duty, and clerical work, relieving the teaching staff of enough time to take over the retiring teacher's classes.

Some people in the local Teacher Education and Professional Standards Committee were alarmed about the plan. They questioned whether there was any justification for hiring paraprofessionals instead of a certificated teacher in a day when teachers are having difficulty finding jobs.

My response was that professional educators had made the decision to try this method, they knew their students' needs, and they deserved a chance to try their plan. For me it rested there. We teachers must allow each other decision-making room.

I hope that education associations will not give me and many of my fellow teachers headaches in this area by taking stands against innovative methods unless they are absolutely without merit. Professional associations can issue informative reports, advice, caveats, but they shouldn't say, "No association member in good standing should try such and such." They should urge us to become informed, then respect our decisions. We'll learn better by our own mistakes.

If they attempt to dictate to me and to many of my student-oriented colleagues, they will place us back in our former positions as buffers. Instead of being between students and administrators, we'll be between students and professional associations. Surely, we deserve better of our organizations than that.

Here's what I think professional education associations can do to help classroom teachers improve instruction:

The local association should have a file card on every member, which lists his special abilities, the conferences and workshops he has attended, and a note as to whether or not he's willing to work on professional development and improvement of instruction.

The state association should have a card on every local, noting the needs of that local in professional development and improvement of instruction, the names of potential or active leaders in these areas, and the local's special problems or strengths in this field.

The National Education Association should do the same kind of thing for the state associations that the states do for their locals.

By using teacher talent, assessing needs, and organizing well, locals can set up rewarding programs for improving instruction.

When our committees begin discussing a new idea for improving instruction, one of the early comments is sure to be, "Let's not get carried away before we know where the money's coming from." In the initial stages of our project, a large portion came from NEA and ISEA. Since then the SCEA executive committee has budgeted $1,200 and $500 each year. The school district has also shown a willingness to help by paying for substitutes and by supplying materials and equipment.

I conclude that national and state money may be very necessary to get things moving, and, perhaps, occasionally after the program is under way. Surely, the Association as a whole benefits from field experiments of this type which means that the money is well spent.

Whenever NEA or a state association pours money, time and energy, and people into a local project, either one should insist that the local keep accurate records on the project—its successes and weaknesses. In addition, NEA might require that such a local help other associations in the state that are engaged in a similar project on improvement of instruction.

In Sioux City, our project is over two years old. We have done many good things. We have experience. Remember, there are thousands of teachers all over the country attempting projects similar to ours. If these locals need help, we are ready to give it—and NEA and ISEA would be getting more miles for their money if they required that we help others.

Teachers need to be made aware of their potential for professional development. Many need to be motivated to improve themselves.

NEA can help promote progress by sponsoring conferences and providing resources (both people and materials) and encouragement. Let the Association aid classroom teachers in becoming decision makers so that they can better meet the needs of all of their students. □

THE 1972 ELECTIONS

□ **The 1972 election year will be exciting** for several reasons, first, of course, because once again voters will elect a President and Vice President. They will also elect candidates to fill 435 seats in the U.S. House of Representatives, 33 seats in the Senate, 18 governorships (Louisiana's gubernatorial election was scheduled for February 1), and a number of state and local offices.

Because the minimum legal voting age is now 18 in all 50 states and the District of Columbia, some 11 million 18-to-20-year-olds, who would not have been enfranchised under previous laws, will be eligible to cast their ballots. Thus, the political influence of young people will be greater in 1972 than ever before.

Teachers, of course, have both a professional and a personal stake in the 1972 elections—on the state as well as national level. It is important that educators participate in all primaries and urge others to do so. The election of good officials depends on the selection of good candidates.

Teachers must be aware of which candidates for the state legislature are friends of education. For example, state legislators elected this year will make state educational policy in 1973.

It is also important to know how congressional and senatorial candidates feel about education. The federal government now provides about 7¢ of each dollar spent for public elementary and secondary education. NEA believes that there should be a full partnership in school finance, with the federal government assuming at least a third of the cost. Educators must be sure that the candidates are aware of the mounting fiscal crisis in our schools, the lack of adequate facilities and teaching materials, and the alarming drift of talented people away from the teaching profession.

Teachers must use their influence to stir up public opinion and convey a sense of urgency about the need for intelligent and responsible leadership in government.

The chart on the following pages provides the latest information on voting registration, dates of primaries, absentee voting, and so on. (Save it for future reference.) In studying this chart, readers should keep in mind:

- The chart does *not* cover citizens included in the Federal Voting Assistance Act: (a) members of the armed forces; (b) members of the merchant marine; (c) civilian employees of the federal government working outside U.S. territorial limits; and (d) members of welfare and religious groups serving with the armed forces and the spouses and others serving with them.
- By act of Congress, effective in 1972, 30 days' residence in any state will qualify a citizen to vote for President and Vice President.
- Many states require residents seeking absentee ballots to fill out official forms before receiving the ballots, so be sure to write early.

In most states, the official who registers voters also provides absentee ballots. However, in the following states, write the official designated: Alabama, Register of the County Civil Circuit Court; Connecticut, Maine, and New Hampshire, Town or City Clerk; Iowa, County Auditor; Louisiana, Clerk of the Parish Court (New Orleans, Civil Sheriff); Minnesota, County Auditor; North Carolina, Chairman of County Board of Elections; Texas, County Clerk; Washington, County Auditor or City Clerk; West Virginia, Clerk of Circuit Court.

- State legislators to the upper house will be elected in all states except Alabama, Idaho, Illinois, Kentucky, Maryland, Michigan, Minnesota, Mississippi, New Jersey, and Virginia. Legislators to the lower house will be elected in all states except Alabama, Idaho, Kentucky, Maryland, Mississippi, New Jersey, and Virginia. Louisiana was scheduled to elect members of both houses on February 1, 1972. Nebraska has a unicameral legislature; it will elect 24 of its 49 senators this fall. □

THE 1972 ELECTIONS

SOME FACTS AND FIGURES

ROSALINE FISHER, chairman of the Absentee Voters Service of the League of Women Voters of the District of Columbia, prepared this chart.

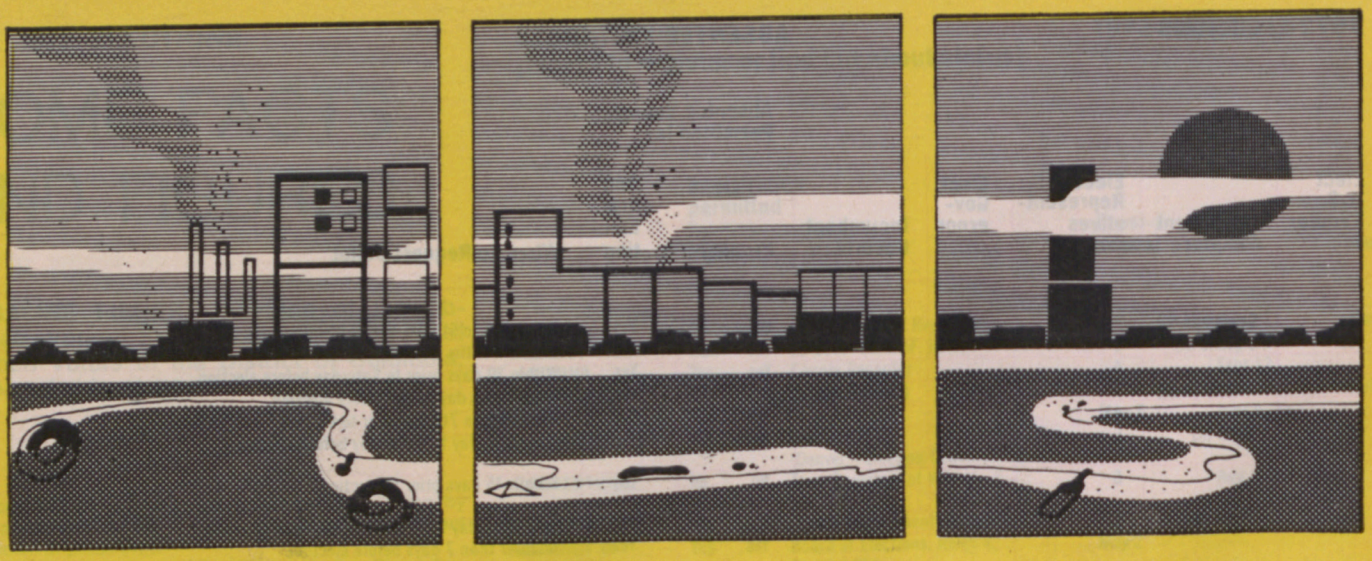
1 Constitutional amendment to permit registration by mail subject of vote on January 18, 1972. Results not known at press time.
2 In Los Angeles, Orange, San Francisco, San Diego, San Bernardino, and Santa Clara Counties with Registrar of Voters.
3 Those who vote by absentee ballot may register by mail.
4 Only in Chicago Election District (Chicago, Berwyn, Cicero, Stickney, Lyons) may federal employees and their spouses, if outside state, register by mail.
5 Registration not required in rural areas.
6 In City of Baltimore, write City Board of Election Supervisors.
7 Absentee registration very restricted. Write early.
8 For absentee registration affidavit, write Secretary of State, Concord 03301. Uses checklist system of registration.
9 Write County Auditor for absentee ballot.
10 Registration by mail now being considered by legislature.
11 Uses checklist system of registration. Requires all voters to take Freeman's Oath.
12 Has challenge-type primary law. It will not be known until after state party conventions whether there will be a primary.
13 A court action may change this date.
14 Unpledged delegates elected at state primary.
15 Senators whose terms expire in 1973 – 14 D, 19 R.
16 Will elect all 435 representatives; 255 D, 177 R, 3 vacancies. In the reapportionment of representatives based on the 1970 census, 5 states gained 11 seats; 9 states lost 11 seats. Those losing were: Alabama (1); Iowa (1); New York (2); North Dakota (1); Ohio (1); Pennsylvania (2); Tennessee (1); West Virginia (1); Wisconsin (1). Those gaining seats were: Arizona (1); California (5); Colorado (1); Florida (3); Texas (1).
17 Governors to be elected in 1972 – 11 D, 8 R.
18 Elects one nonvoting delegate to the House.
19 Election of governor and state legislators, February 1, 1972.
20 Election of representative, January 7, 1972.
21 Those absent because of occupation or regular business must apply in person to Board of Registrars to be placed on list eligible to vote absentee. Those on list may vote in person from the 20th to the 5th day before an election. Students may apply and vote by mail as may the sick and those temporarily abroad.
22 Students and their spouses and state and federal employees may vote by mail. Other absentees may vote *in person* between the 19th and 6th days before election.
23 Affidavit must be received completed by the 7th day prior to election. Absentees may vote within the 7 days only for emergency reasons.
24 Those employed in interstate commerce may vote by mail.
25 Completed application form must be received by the Friday before election.
26 Students may vote by mail.
27 New Law. Only the sick, those residing temporarily abroad, and students (and their spouses) may vote by mail. All other electors expecting to be absent from their precincts on election day may vote in person between the 40th and 5th day prior to election.
28 May be held later than June 6.

	REGISTRATION (Where to register or find out about status)		1972 PRIMARIES		
	Registration permitted by mail		Presidential	State	Runoff
ALABAMA	No 1	County Board of Registrars		May 2	May 30
ALASKA	Yes	Lt. Gov., Pouch AF, Juneau 99801		Aug. 22	
ARIZONA	Yes	County Recorder		Sept.12	
ARKANSAS	No	County Clerk		June 27	July 11
CALIFORNIA	Yes	County Clerk 2	June 6 28	June 6 28	
COLORADO	Yes	County Clerk (Denver – Election Commission)		Sept. 12	
CONNECTICUT	No	Town Registrar of Voters		Aug. 9 – D 12 Aug. 16 – R	
DELAWARE	No	County Department of Elections		Sept. 9	
DISTRICT OF COLUMBIA	Yes	Board of Elections, Room 4, District Bldg.	May 2		
FLORIDA	No	County Supervisor of Registration	March 14	Sept 12	Oct. 3
GEORGIA	Yes 3	County Board of Registrars		Aug. 8	Aug. 29
HAWAII	Yes	County Clerk (Honolulu – City Clerk)		Oct. 7	
IDAHO	Yes	County Clerk		Aug. 8	
ILLINOIS	No 4	County Clerk	March 21	March 21	
INDIANA	Yes	County Clerk	May 2	May 2	
IOWA	Yes.5	Local Commissioner of Registration		June 6	
KANSAS	Yes 5	County Clerk (in Johnson, Sedgwick, Shawnee, and Wyandotte Counties with Election Commissioners)		Aug. 1	
KENTUCKY	No	County Court Clerk		May 23	
LOUISIANA	No	Parish Registrar of Voters		Aug. 19	Sept. 30
MAINE	Yes	Local Registrar of Voters		June 19	
MARYLAND	Yes	County Board of Supervisors of Elections 6	May 16	May 16	
MASSACHUSETTS	No	City or Town Clerk or Board of Registrars	April 25	Sept. 19	
MICHIGAN	Yes	City or Township Clerk		Aug. 8 13	
MINNESOTA	Yes 5	City Clerk or Commissioner of Registration		Sept. 12	
MISSISSIPPI	No	County Circuit Clerk		June 6	June 27
MISSOURI	Yes 5	County Clerk or Board of Election Commissioners		Aug. 8	
MONTANA	Yes	County Clerk and Recorder		June 6	
NEBRASKA	Yes	County Clerk (in Douglas, Lancaster, and Sarpy Counties with Election Commissioner)	May 9	May 9	
NEVADA	Yes 7	County Clerk or City Clerk		Sept. 5	
NEW HAMPSHIRE	Yes	Supervisor of Checklist of City or Town 8	March 7	Sept. 12	
NEW JERSEY	No	Secretary, Board of Elections, County Courthouse	June 6	June 6	
NEW MEXICO	Yes	County Clerk	June 6	June 6	
NEW YORK	Yes	County (Borough) Board of Elections	See note 14	June 20	
NORTH CAROLINA	No	Registrar of Home Precinct	May 2	May 2	May 30
NORTH DAKOTA		No Statewide Registration		Sept. 5	
OHIO	No 5 & 10	County Director of Board of Elections	May 2	May 2	
OKLAHOMA	No	Secretary of County Election Board		Aug. 22	Sept. 12
OREGON	Yes	County Clerk (Portland – Registrar of Elections)	May 23	May 23	
PENNSYLVANIA	No	County Board of Elections	April 25	April 25	
RHODE ISLAND	No	Local Board of Canvassers	April 11	Sept. 12	
SOUTH CAROLINA	No	County Board of Registration or State Election Commission		June 13	June 27
SOUTH DAKOTA	Yes	County Auditor	June 6	June 6	
TENNESSEE	Yes	County Election Commissioners	May 4	Aug. 3	
TEXAS	Yes	County Tax Assessor-Collector		May 6	June 3
UTAH	Yes	County Clerk		Sept. 12	
VERMONT	No 11	Town or City Clerk		Sept. 12	
VIRGINIA	No	General Registrar of County or City		June 13	
WASHINGTON	No	County Auditor		Sept. 19	
WEST VIRGINIA	Yes	Clerk of County Court	May 9	May 9	
WISCONSIN	Yes 5	City Clerk (Milwaukee – Board of Election Commissioners)	April 4	Sept. 12	
WYOMING	Yes	County Clerk		Aug. 22	

1972 ELECTIONS

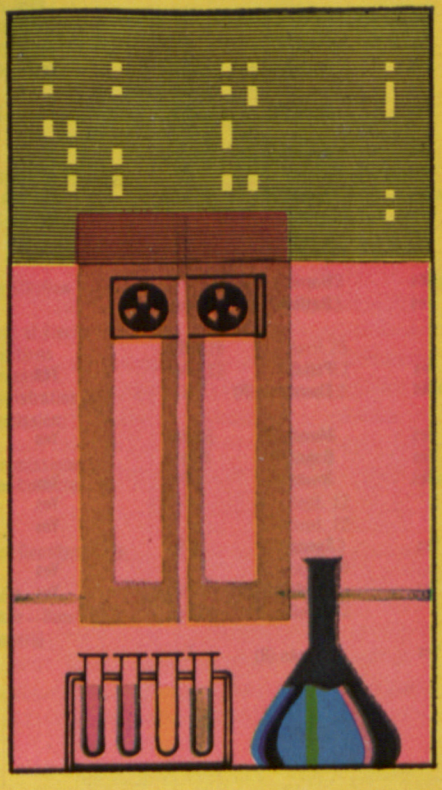
ABSENTEE VOTING

Elect U. S. Senator 15	Incumbent Senator	Elect U. S. Representatives 16	Elect Governor 17	Incumbent Governors	Absentee Voting Permitted in: Primary	General Election	When To Request Ballot
Yes	Sparkman (D)	7			Yes 21	Yes 21	From 45th to 5th day before election.
Yes	Stevens (R)	1			Yes	Yes	From 6 months to 4th day before election.
		4			Yes	Yes	Within 30 days prior to Saturday before election.
Yes	McClellan (D)	4	Yes	Bumpers (D)	Yes	Yes	Within 90th day to day before election.
		43			Yes	Yes	From 29th to 7th day prior to election.
Yes	Allott (R)	5			Yes	Yes	From 90th day to the Friday before election.
		6			No	Yes	Within 45 days prior to election.
Yes	Boggs (R)	1	Yes	Peterson (R)	No	Yes	From 30th day to 12 noon of day prior to election.
		See note 18			Yes	Yes	No later than 7 days before election.
		15			Yes	Yes	From 45th day to 5 p.m. of day prior to election.
Yes	Gambrell (D)	10			Yes	Yes	Within 90th to 5th day prior to election.
		2			Yes	Yes	60th to 5th day prior to election if in state; 60th to 10th day if outside state.
Yes	Jordan (R)	2			Yes	Yes	From 60th day to 5 p.m. on day prior to election.
Yes	Percy (R)	24	Yes	Ogilvie (R)	Yes	Yes	From 30th to 5th day prior to election.
		11	Yes	Whitcomb (R)	Yes	Yes	Within 90 days prior to election.
Yes	Miller (R)	6	Yes	Ray (R)	Yes	Yes	Within 40 days prior to election.
Yes	Pearson (R)	5	Yes	Docking (D)	Yes	Yes	Primary — April 1 to Thursday before primary. Gen. Elec. — Sept. 1 to Thursday before general election.
Yes	Cooper (R)	7			Yes	Yes	Prior to 20 days before election.
Yes	Ellender (D)	8	Yes 19	McKeithen (D)	No 22	No 22	Between 60th and 7th day prior to election.
Yes	Smith (R)	2			Yes	Yes	Anytime prior to election.
		8			Yes	Yes	Anytime prior to 7 days before election. 23
Yes	Brooke (R)	12			No	Yes	Anytime prior to day before election.
Yes	Griffin (R)	19			Yes	Yes	From 75th day to 2 p.m. Saturday prior to election.
Yes	Mondale (D)	8			Yes	Yes	From 45th day to the day before election.
Yes	Eastland (D)	5			No 24	No 24	Within 60 days prior to primary; 30 days prior to general election.
		10	Yes	Hearnes (D)	Yes	Yes	Between 30th and 4th day prior to election.
Yes	Metcalf (D)	2	Yes	Anderson (D)	Yes	Yes	Between 45th day and noon of day before election.
Yes	Curtis (R)	3			Yes	Yes	Between 90th and 3rd day prior to election.
		1			Yes	Yes	Anytime prior to 7 days before election.
Yes	McIntyre (D)	2	Yes	Peterson (R)	No	Yes	Anytime prior to election.
Yes	Case (R)	15			Yes	Yes	Anytime prior to 8 days before election.
Yes	Anderson (D)	2			Yes	Yes	Anytime prior to 10 days before election.
		39			No	Yes	By 7th day before an election.
Yes	Jordan (D)	11	Yes	Scott (D)	No	Yes	Between 45th day and 6 p.m. of Wednesday prior to election.
		1	Yes	Guy (D)	Yes	Yes	Within 30 days prior to election. 9
		23			Yes	Yes	By 4 p.m. of 5th day prior to election. 25
Yes	Harris (D)	6			Yes	Yes	From 30th day to 5 p.m. of Friday prior to election.
Yes	Hatfield (R)	4			Yes	Yes	From 60th day to 8 p.m. of election day.
		25			Yes	Yes	From 50th day to 8 p.m. of Tuesday prior to election.
Yes	Pell (D)	2	Yes	Licht (D)	Yes	Yes	Anytime. But completed affidavit form must be returned by 21 days prior to election.
Yes	Thurmond (R)	6			No 26	No 26	Anytime prior to 30 days before election.
Yes	Mundt (R)	2	Yes	Kneip (D)	Yes	Yes	Anytime prior to election.
Yes	Baker (R)	8			Yes	Yes	From 40th to 8th day before election.
Yes	Tower (R)	24	Yes	Smith (D)	Yes	Yes	Between 60th and 4th day prior to election.
		2	Yes	Rampton (D)	Yes	Yes	Within 30 days prior to election; earlier if overseas.
		1 20	Yes	Davis (R)	Yes	Yes	Anytime prior to 4th day before election.
Yes	Spong (D)	10			Yes 27	Yes 27	Between 40th and 5th day before election.
		7	Yes	Evans (R)	Yes	Yes	Within 45 days prior to election.
Yes	Randolph (D)	4	Yes	Moore (R)	Yes	Yes	Between 60th and 4th day prior to election.
		9			Yes	Yes	From 90th day to 5 p.m. of 3rd day prior to election.
Yes	Hansen (R)	1			Yes	Yes	From 40th to 15th day prior to election.



THE SEARCHING MIND

TECHNOLOGY AND A TIME OF CRISIS



EDGAR M. CORTRIGHT, *director, NASA Langley Research Center, Hampton, Virginia.*

□ **If I asked a typical group of people what the title** of this article implies, they might respond in one of these ways:

- We're facing a crisis largely *brought about by technology.*
- We're facing a crisis which *requires technology* for solution.
- Technology is facing *a crisis of its own.*

Whether or not one is concerned about the third possibility, technology's own crisis, depends on one's position with regard to the first two statements. Is technology good, or is it bad?

It seems strange that this question is even asked. For most of my lifetime, science and technology have worn white hats. They have represented man's attempts to understand the physical laws which govern us and our universe, as well as his efforts to apply those laws so as to improve the human condition.

Because we have worked hard at it, we have generated an explosion of ideas, discoveries, inventions, and technologies during the past century. By tapping the energy of the sun stored in fossil fuels and, more recently, the energy of the atomic nucleus, man has energized the world. We are illuminated, heated, and cooled at the flick of a switch; many chores are handled by electric appliances.

We speak to our friends and business associates half a world away—sometimes by satellite. We have seen the automobile, airplane, and spaceship open up new vistas in travel. Should we elect to stay at home, the activities of the entire earth—and sometimes the moon—are but an arm's reach from our television sets.

Similarly, we have made great strides in medicine and biology—without which, perhaps, as many as half of us would not be here today. With the remarkable advances in molecular biology, such as the unraveling of the genetic code, the potential for understanding ourselves and treating our ills seems unlimited.

These are some of the positive aspects of science and technology. But there is another side of the story.

During the past decade we have become acutely aware that we are polluting the environment—fouling our nest. The same fossil fuels that launched the industrial revolution are choking people and plants to death in some parts of the world. The refrain from the musical, *Hair,* "Welcome sulphur dioxide, welcome carbon monoxide. The air, the air is everywhere," has a disturbing jolt to it.

Many of the same agricultural chemicals that enable about 5 percent of our population to feed the rest of us are beginning to show up in strange places, with strange effects. Modern plumbing, which is credited by some with saving more lives than modern medicine, has merely delivered the waste of the city dweller into the streams and onto the beaches of his country neighbors—or perhaps to his own weekend retreat. Out of sight, out of mind!

Only recently have we come to realize that the vastness of the oceans, and the skies above them, are but limited repositories for man's waste products. Our earth is truly a spaceship with three or four billion passengers—passengers with little understanding or control of their delicate ecological balance, and apparently intent on reproducing themselves at a fantastic rate.

Another aspect of science and technology that concerns most people is its destructive potential in the form of weapons. Man seems powerless to restrain himself from killing his fellowman for one reason or another. So, today we find ourselves in the ludicrous position of sitting with our trigger fingers on enough nuclear rockets to destroy the world. What a grotesque application of intellect!

People are frightened by the mind-boggling rapidity with which these developments are taking place. If the four-and-a-half billion years of our earth's history were compressed into just one year, then Jesus walked the streets of Jerusalem just 14 seconds ago and the industrial revolution began only a second ago. Man and his works have evolved in the twinkling of an eye. What does the next twinkling hold in store for us—for bad as well as good?

There is a great debate about whether we should slow down technological development. Just raising the question has the immediate effect of slowing it down. Even in a favorable climate, launching effective new programs in our country is often difficult. In an *unfavorable* climate, it can be nearly impossible. And the climate today is distinctively unfavorable to science and technology. Some of the indicators of this unfavorable environment include the following:

- the increasing technological timidity on the part of our national leaders
- increasing attacks on areas of technical activity which are still in good shape—but soon may not be
- the growing number of unemployed scientists and engineers
- serious setbacks in the aerospace industry
- the loss of student interest in science and technology
- a weakened financial support for technical colleges and universities.

In my view, we are in a crisis situation bordering on a national calamity. It could take years for us to recover. Let me elaborate and suggest some solutions.

We must get people to listen to the case for tech-nology. How does one get the attention and thoughtful consideration of the public and Congress these days? I'd like to suggest that the technological community must *earn* it by special acts of public service—acts which recognize some of what one might call the superproblems that face our country today.

I define a superproblem as one in which many

Mr. Cortright spoke at greater length on this topic at the American Industrial Arts Association convention last April.

separate problems interact in one gigantic integrated problem. Environmental control is a superproblem involving pollution, power, transportation, and the economy.

Superproblems are relatively new. In the past, scientists worked in separate fields somewhat independent of others, solving separate problems. Today we are beginning to see the interactions and the need for a much more sophisticated approach.

This is where scientists and engineers come in. As representatives of the most technically sophisticated industries in the world, they must play a strong role in attacking today's superproblems and take the initiative in developing solutions.

They, and their organizations, must provide help to local, state, and federal governments—help in the form of ideas, technical analyses and support, and just plain hard work. They must do this without compensation, if necessary, and perhaps without encouragement. Only by doing these things can they insure that science and technology will receive due consideration in establishing priorities and charting the future course for the country.

The United States must decide what it wants to be. Today we have the highest standard of living, the most advanced technology, and the greatest capacity to do good works of any nation on earth. Most Americans would like to keep it that way! There is no denying that we have plenty of problems needing attention, but I feel we will need our technology both to attack these problems directly and to stay economically strong enough to do so.

Whether we like it or not, we *are* a technological nation. Our entire business and commerce structure is built on technology. With our high pay scale, advanced technology is the only thing that permits us to compete favorably with the lower-priced labor markets of the world.

Even so, we have lost major portions of the manufacturing market to foreign competition in recent years. It's not just a matter of cameras, watches, and radios anymore. We may have invented the transistor but a look inside most electronic consumer products reveals solid-state circuitry made overseas. We're talking now about television, heavy machinery, steel, cars, and ships. Before we know it, we may be talking about airplanes, too.

Advanced technology is really the only unique product we have to export. Aircraft and computers lead the list. Without these and similar items, our balance of trade today would be even more out of kilter. We simply must keep generating advanced technology items if we are to have anything really unique to sell abroad.

Our world is still competitive and belligerent. We must remain preeminent in technology in order to meet both commercial and military competition. Without strength in both areas, we could become the victims of power blocs of one type or another. Perhaps better days are coming, but until they do, it seems to me that these are simply the facts of life.

Those who would sell us on risking our lead in science and technology in the interest of a "simpler way of life" are guilty of daydreaming. There are plenty of countries in the world today that have not made the transition into the twentieth century. It is true that some aspects of their uncomplicated societies may seem like a welcome relief to us. But a closer look usually reveals the strain of the fight for mere existence. We passed this point over a century ago. Reversion to that "simple" life is impractical for all but a few today.

The assertion that federal funds spent on research and development programs, such as aeronautics and space, would be better spent on our current domestic problems does not ring true either. We spend only about 7 percent of our tax dollar on research and development. This is in contrast to the nearly 50 percent spent on domestic programs. Just like a successful business, the United States must plow back some of its gross national product into developing future opportunities for us all.

How then are we to maintain our preeminence in science and technology? The answer is relatively simple. We must continue to work on our most challenging and difficult scientific and technological problems. There simply is no other way—none.

The best scientists and engineers thrive on tough problems; tough problems demand new approaches and advanced techniques. It doesn't matter too much what the field is so long as the problems are challenging and difficult. In solving them, the frontiers of science and technology are pushed back on all fronts. From this process invariably come practical applications which benefit everyone—frequently, offshoots of the prime objective. Such is the way of science.

Like it or not, military-weapons requirements have sparked many of the technological developments in this country in the past. From them have come modern air transportation, nuclear power, solid state electronics, and a host of other technological advances.

However, we now have some good nonmilitary alternatives to set the pace. They are in such scientific fields as biophysics and the life sciences, ultrahigh energy physics, plasma physics and controlled fusion, as well as in such applied fields as transportation, power, oceanography, and space. And it may come as a surprise to some that the scientific and technical problems of preserving our environment from our own technology are extremely complex and not merely a matter of applying *existing* technology, as some of us once believed.

There is little doubt that science and technology will play an ever-increasing role in the lives of men. Whether this role will be predominantly constructive in the future depends on whether man becomes their master or their servant. In my view, the current critical self-examination is essential to insure a favorable outcome. □

Selecting Instructional Materials

E. B. PALMER, *associate executive secretary, North Carolina Association of Educators; cochairman, Joint Committee of the NEA and the Association of American Publishers.*

□ **When a large number of people are involved in a** task that has important implications for students, teachers, and the community, it is imperative that the work be carried on in an orderly, professionally responsible manner. With this in mind, the Joint Committee of the National Education Association and the Association of American Publishers has addressed 14 recommendations (a revised set) on the selection of materials to school board members and administrators, to teachers, and to curriculum specialists, librarians, media specialists, and other experts whose counsel will be sought during the deliberations and at decision points in the selection process.

The following relevant and significant recommendations made by the Joint Committee are new and deserve special attention.

1. **Educators, publishers, and interested citizens should make concerted efforts to eliminate state laws and other state and local procedures that unduly hamper the freedom of local professional selection committees in their choice of instructional materials.**

This recommendation applies a basic principle of the NEA Continuing Resolution (C-11) that urges affiliates "to seek the removal of laws and regulations which restrict the selection of a diversity of instructional materials or which limit educators in the selection of such materials."

NEA officers and staff stand ready to assist state and local affiliates who find the laws or regulations in their jurisdictions unduly restrictive.

2. **Policy governing selection of instructional materials is an acceptable topic for negotiation. The give-and-take of negotiations can help clarify details of the selection process and mobilize the interest and energies of teachers for the task of providing instructional materials.**

Is your local association negotiating or planning to negotiate for conditions conducive to the improvement of instruction? Contractual examples in a number of areas, including the selection of instructional materials, are included in the publication, *Negotiation for the Improvement of the Profession,* prepared by the NEA Division of Instruction and Professional Development. Consisting of 95 unbound looseleaf pages, it is available from NEA Publications-Sales Section. [Stock No. 381-11978. $5.]

3. **A majority of the selection committee should be classroom teachers.**

Though the Committee calls for a majority of classroom teachers to choose the tools they will use, it suggests that the selection panel be broadly representative, including such personnel as media specialists, principals, subject supervisors, department heads, and/or curriculum workers, and in some cases, students and the public.

4. **In assessing instructional materials, selection committees must consider a variety of criteria, including how well the materials reflect the multiethnic nature of our society.**

Does your school system provide materials that recognize that Americans take pride in their race, religion, and social backgrounds? Does it screen out materials that betray prejudice, perpetuate stereotypes, or fail to recognize the talents, contributions, or aspirations of any segment of the American people?

5. **Public school districts should allocate for instructional materials and related services at least 5 percent of annual per-pupil operating cost.**

"Related services" refers primarily to in-service training for teachers in the use of new materials and systems of instruction. The Joint Committee believes that such training is so vital that it should be included in the budget for instructional materials.

Although the 5 percent rate of investment in instructional materials (including textbooks but not equipment or library books) is about double the current rate of expenditure, it represents a modest investment in terms of need and the opportunities involved in a modern instructional program. The 5 percent guideline would have provided in 1970-71 an *average* expenditure of about $42 per pupil for all types of instructional materials.

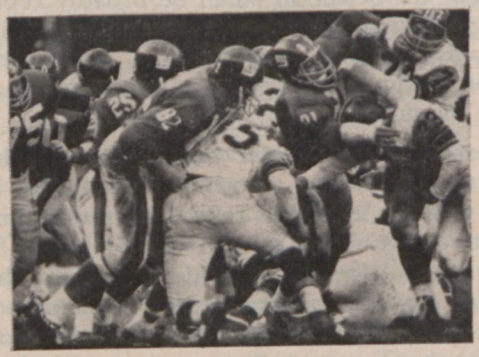
With factual data in an ever-increasing supply, teachers must place more dependence upon instructional media to convey facts and other learnings while they concentrate on more sophisticated professional roles. And as the public begins to pay professional salaries for such roles, it would be poor economy to stint on the relatively small additional investment in instructional materials teachers need to achieve maximum professional effectiveness.

Perhaps it will help loosen the public purse strings if we point out that each year Americans spend less on textbooks at all levels than they do on food for their dogs and cats. □

A new NEA publication, *Selecting Instructional Materials for Purchase: Procedural Guidelines* (Stock No. 381-11992, $2) charts procedures for the selection and purchase of instructional materials and related services for U.S. public schools. The recommendations in this article are drawn from the book, which is the result of a study undertaken by the Joint Committee of the NEA and the AAP.

Let LIFE's masters of photography picture possibilities

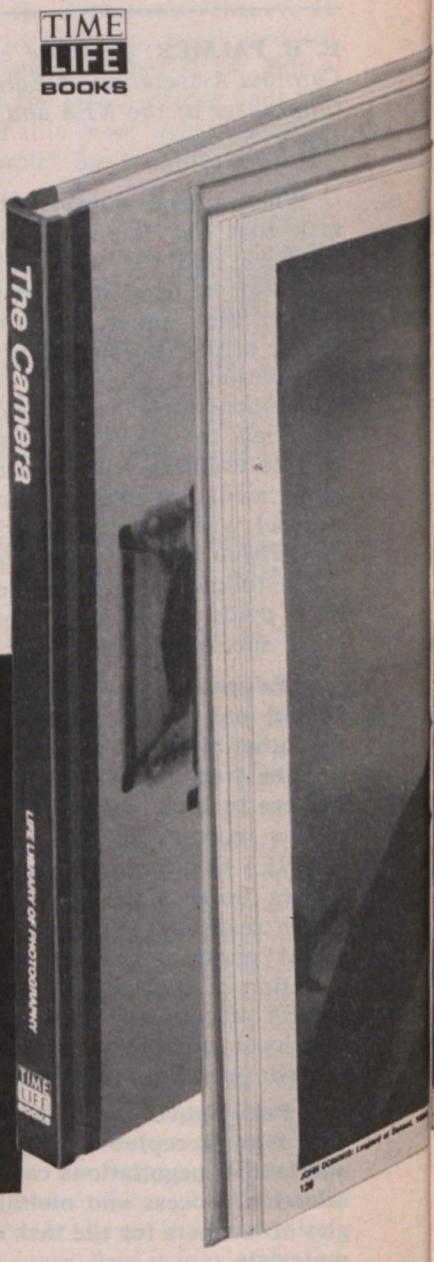
The multiple image above is one of many inventive darkroom creations explored in *The Print*.



How to freeze motion at the crucial moment (as in the football clash above) is explained and described in the volume on *Special Problems*.

Learn how the photographer manipulates time to capture beauty that is too fast for the eye to see, in *Photography As A Tool*.

Accept this volume The Camera for 10 days free examination



FREE if you keep this Volume: Photographer's Handbook and Camera Buyer's Guide

- This valuable 64-page pocket-size manual contains hundreds of tips and ideas for taking and making better pictures. Includes 150 photos and drawings, dozens of charts and tables.
- In addition, you will receive an informative *Camera Buyer's Guide*, containing up-to-date facts and prices on cameras and accessories.

SO MANY of the world's great photographs—the ones that hang in museums and galleries, that win prizes, that are sold for large sums of money—are of subjects you see or pass by every day. A pensive young girl peering shyly through a window. A crowded downtown street with hundreds of activities going on at once. An abandoned automobile stripped clean.

But how do you develop your eye to the point where you can see pictures in the world around you? And how do you use your camera and accessories to get exactly the effect you're after?

The LIFE Library of Photography has been created to help you.

Here, in this magnificently illustrated series, you'll receive step-by-step guidance on shooting all kinds of subjects—studio shots, portraits, sports, children, nature, still lifes. You'll learn how to plan each picture . . . how to compose it . . . how to make it "speak" to the viewer. Famous LIFE photographers such as John Dominis, Carl Mydans and Alfred Eisenstaedt will offer you their personal tips and trade secrets.

You'll learn about all the possibilities open to you in the darkroom, too—from the basics of developing, printing, dodging and burning-in to special effects such as solarization, bas relief and combination printing.

And by examining a magnificent gallery of some of the greatest photographs of all time

help you see the great all around you

Actual book size: 10¼" x 10¼". Hard covers, silver-stamped black-cloth binding. 240 pages. 320 illustrations, 212 in full color.

The Great Themes reveals the techniques of the masters in each of the six major areas of photography represented above.

This portrait, so like a moody painting, is actually a color photograph in the volume *Color*—one of many examples of how to use color to add to a picture's aesthetic appeal.

Pictures of the Great Depression are among the examples given in the volume on *Photojournalism* to show how to make photographs that comment on events and on people.

—and seeing why they succeeded so brilliantly—you'll be encouraged to develop your own sense of what makes an unforgettable picture. Whether you're a working photographer, an advanced amateur or a beginner, the LIFE Library of Photography can't help but bring you closer and closer to the kind of photographs you've always dreamed of creating.

Accept this Volume on 10-day free trial

Just as a picture is worth a thousand words, you must see the LIFE Library of Photography yourself—try some of its suggestions—to appreciate what it can mean to your picture-taking. We invite you to send for this Volume for a 10-day free trial without obligation. If postpaid card is missing, use this handy coupon.

Among other volumes in the LIFE LIBRARY OF PHOTOGRAPHY: *Color, Photography as a Tool, The Print, Special Problems, Light and Film, Photojournalism, The Great Themes.*

TIME-LIFE BOOKS, DEPT. 2136
TIME & LIFE BUILDING, CHICAGO, ILL. 60611

Yes, I would like to examine *The Camera*. Please send it to me, together with the illustrated *Photographer's Handbook* and *Camera Buyer's Guide* for 10 days' free examination and enter my subscription to the LIFE Library of Photography. If I decide to keep *The Camera*, I will pay $7.95 plus shipping and handling. I then will receive future volumes in the LIFE Library of Photography, shipped a volume at a time every other month. Each is $7.95 plus shipping and handling and comes on a 10-day free-examination basis. There is no minimum number of books that I must buy, and I may cancel my subscription at any time simply by notifying you.

If I do not choose to keep *The Camera*, the *Photographer's Handbook* and the *Camera Buyer's Guide*, I may return them within 10 days, my subscription for future volumes will be canceled, and I will not be under any further obligation.

Name_____
(Please Print)

Address_____

City & State_____ Zip_____

LET'S BE CREATIVE: COMPOSING MELODIES AND TWO-PART CHANTS

This is one in a series of articles on creative art and musical activities that elementary school teachers without special expertise can use with their pupils. The National Art Education Association and Music Educators National Conference, both NEA national affiliates, have cooperated in the preparation of this series.

Exploring interesting sounds—the sounds of words as well as musical sounds—can lead to creative expression. A good way to begin is with rhythmic speech. In the primary and intermediate grades, children might select a favorite nursery rhyme and chant it in rhythm. Then they might chant an idea or a phrase using the same basic pulse. In the second chant, the words or phrases should have rhythmic contrast to the original rhyme. For example, the children in my second grade, following the natural word sounds of "Little Miss Muffet," chanted it in this rhythmic pattern. One child created the chant on the lower line. [See below.]

When the class as a whole has worked through a few examples of nursery rhymes, you can divide the children into several groups. Arrange chairs in circles and give each group of children a different rhyme to work with. Later, each group can perform its two-part chant for the rest of the class. In the discussion that follows, the children can evaluate the effectiveness of the words chosen for the accompanying chant and the interest they found in the combined rhythms.

When children perform their rhymes, remind them that the harmony of voices will be interesting if each child retains his natural voice pitch and inflection rather than joining in a common sound. Children can work out a plan for changes in dynamics and tempo that will make the performance more engaging. They could chant the repeated phrase (an ostinato) as an introduction.

Following this experience, children might develop their own original words for the basic chant. Thinking about a single basic idea or object can help children get started on writing poems. For example, the teacher might suggest to pupils in the intermediate grades that they think about bells and ask them to bring various kinds of bells to class. After listing, describing, and discussing with the class the sounds made by the different bells, the teacher might read Edgar Allan Poe's poem, "The Bells," and talk about the words he uses to describe bell sounds.

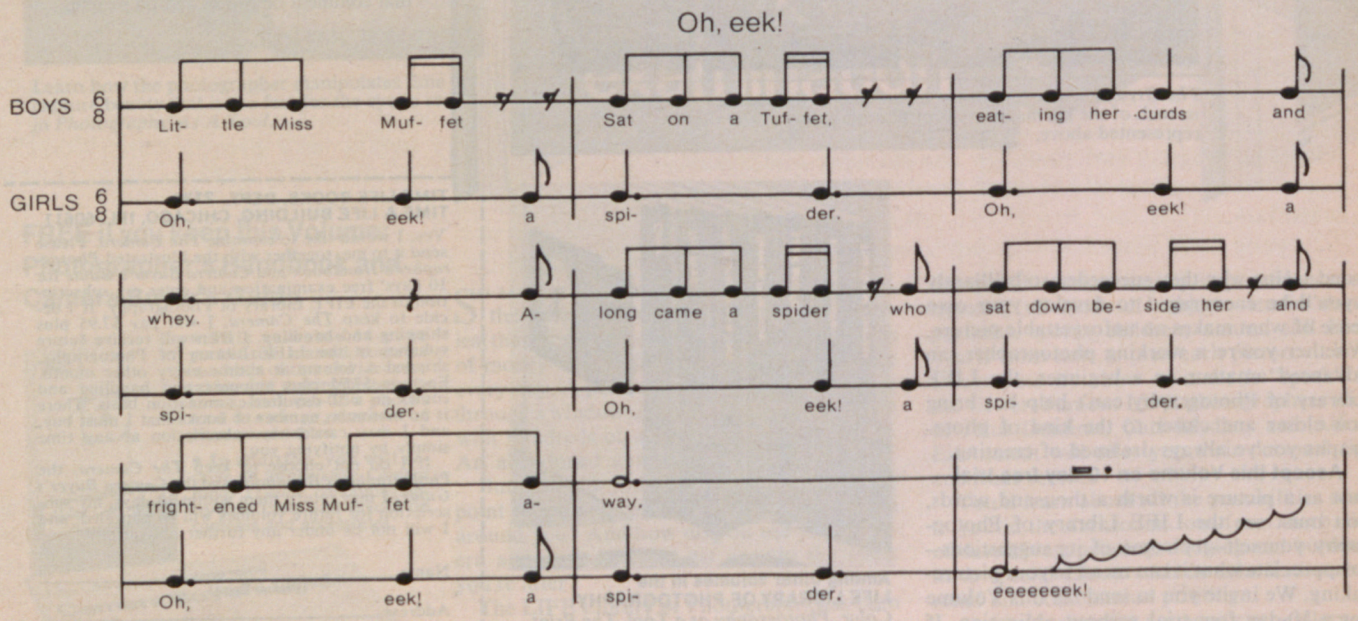
I asked one class to compose stanzas using only the ideas about bells that we had discussed. Each child chose one idea for his stanza. Following are two of the products:

Bells are different sizes,
Shapes and metals, too.
Church bells, sleigh bells, doorbells,
Just to name a few.

Some bells play together;
Some bells ring alone.
Each bell has a different sound,
A sound that's all its own.

Composing a song from the words the children write is another creative experience. Have the children read aloud in rhythm the poem they plan to set to music. Clap and tap to establish the basic pulse. Encourage individual children to compose a tune for a line of the poem and sing it aloud. After several pupils have done this, ask the class which melody (not which child's contribution) is most appropriate to the words of the poem. You might suggest that "everyone sing Janie's melody" to the opening words of the poem. Then suggest that another child sing the second phrase. When the class has decided on the melody for the entire poem, the song can be tape-recorded or someone may be asked to help the class with the task of notating it.

—**Sharon Falk,** *music specialist, Cartwright Elementary School, Phoenix, Arizona.*



YOUR PERSONAL FINANCES: FULL SERVICE BANKS

□ **What should you as an individual** consider when you select a bank? Convenience, of course, is a prime factor. You may want a bank close to your school so you can do your banking on your way to or from work or on your lunch hour. Or you may want a bank that has evening or Saturday hours.

Perhaps a bank that has branches with drive-in facilities is best for you, particularly if a drive-in branch is near your home.

Another point to consider is what kind of checking account would suit you best. Some special checking accounts require no minimum balance, but do levy a monthly service charge and a small charge—usually 10¢ or 15¢—for each check you write.

All banks do not require the same minimum balance. Some ask that you keep a minimum of $100; some, as much as $600. If you're not too meticulous about filling in checkbook stubs accurately, the cushion of a minimum balance is helpful. However, whenever you dip into the minimum, you generally have to pay a service charge.

Usually, the person with a regular checking account pays nothing for his checks. Sometimes, though, the bank limits the number of free checks he can write per month—say, to 20. Then he pays a small charge for subsequent checks written in any one month.

A joint checking account may be the kind you'd like to have. Most banks offer special joint accounts as well as regular ones. However, with two people writing checks on the same account, a regular checking account with its required minimum balance offers an added measure of safety in case one or the other partner forgets to record a check he has written.

Often it's a good idea to have a savings account in the same bank where you maintain a checking account. This practice improves your credit standing and makes it easier for you to use other of the bank's services, such as loans. Many banks have two basic types of savings account: one that you can open for as little as $5 and add to as you like; the other you open with an initial deposit of $100 to $300 and add to in larger sums, such as $25 or multiples thereof. The latter type pays a higher rate of interest.

In both cases, you can arrange an automatic savings plan. You simply decide how much you'd like to save each month, sign a card for the bank, and the bank will regularly transfer that sum from your checking account to your savings account.

Most full service banks pay compound interest on savings accounts. And while many banks compound interest every six months, many do so quarterly and some once a year.

How does compound interest work? First of all, it means interest is paid on previous interest earnings as well as on deposits. Say you put $1,000 in a bank that pays 4 percent annual interest and compounds quarterly. At the end of three months (the first quarter), the money would earn 1 percent interest or $10. During the next three-month period (the second quarter), your $1,010 will earn another 1 percent interest, and this system will be repeated twice more during the year. After 12 months, your $1,000 will earn $40.60 in interest.

Certificates of Deposit or Savings Certificates provide another means of saving. Also called *time deposits*, these earn a higher rate of interest than a regular passbook savings account because the money is left on deposit for a specified length of time—six months, a year, two years, five years. Time deposits are issued from as little as $25 or $100 up to $1,000 denominations. The savings rate is higher on these because the bank is assured of a specific deposit duration and can invest the funds in higher-return investments.

All too often we don't consider the safekeeping services of a full service bank until we lose something very valuable or irreplaceable through fire, theft, or misplacement. Safe deposit boxes are available for rental in most banks for from $7 to $60 a year, depending upon the bank and the size of the box. (An adequate one can be had for around $15.) If the safe deposit box is in the bank where you keep your checking account, you can arrange with the bank officer for the rental to be paid from your account.

You may want to consider whether to rent the box in your name alone or in conjunction with your spouse. There might be a time when you urgently need to safeguard some documents but are unable to get them to the bank yourself. To avoid that predicament, you can either rent the box jointly or appoint someone to act on your behalf. You can cancel the appointment at any time.

Adoption papers, bills of sale, birth and marriage certificates, military papers, family records, household inventories, citizenship papers, trust agreements, and stock certificates are among the important papers people generally keep in a safe deposit box.

Trust Department services offered by the bank are both many and varied. For individual customers, the bank will hold and manage the property of others, act as executor and trustee under a will, serve as guardian or agent, and render custodial services.

These services are not simply for the convenience of the super rich. As a matter of fact, they are very useful to middle-income families, many of whom have not taken a reading on their net worth and, therefore, are quite prone to underestimate it.

Setting up a trust fund is an excellent way to protect your holdings —cash, securities, life insurance, real estate, or anything that has economic value—and to insure that these holdings will benefit your family now, as well as when you've left for the great beyond.

There are four basic types of personal trust funds:

- The testamentary trust, which is created in a person's will and takes effect after that person dies
- The revocable living trust, in which the grantor often has the income payable to himself while he lives and to members of his family after death. (This trust can be revoked or changed at any time during the grantor's life.)
- The irrevocable living trust, or gift trust, which is set up during the grantor's life and is very much like the revocable living trust, except that it generally cannot be changed or withdrawn once it has been established
- The life insurance trust, which is a form of living trust funded by the proceeds of life insurance policies.

A trust is useful in providing a

desired standard of living for the family, to educate a minor child, to take care of unexpected financial emergencies, to provide a life income for a wife or daughter or other relative, to give a young son his inheritance in installments to keep him from squandering it all in one fell swoop, to provide for a favorite charity, or to achieve almost any type of personal or financial objective.

In most trusts, there are tax benefits to be gained. Through a gift trust, for instance, you can reduce both income and estate taxes. (One word of caution: The general rule is that any gifts made within three years of the death of the giver are assumed to be made "in contemplation of death" and are therefore subject to the federal estate tax. Any such gift would be considered still part of your property, and taxable as such.)

Whether the document is a testamentary trust, which is incorporated in a will, or a living trust, which is set down in a trust agreement, it should be drawn by your lawyer. In most cases, the terms of the trust should be carried out under the skillful scrutiny of the trust officer in your full service bank.

You may wish to name a close friend or relative as coexecutor. However, most financial advisers are firm in recommending a bank as either the sole trustee, or at least as a coexecutor. Banks can avoid costly mistakes that well-meaning but unwitting family or friends might make.

Many large banks provide investment services through the trust department. You merely sign an agreement authorizing the bank to act as your agent to handle securities. The bank will supervise the investment portfolio and can make recommendations but usually does not deal with the broker without your approval. Fees for this service are a matter of negotiation between you and the bank.

Loans of all sorts, of course, are available at your full service bank. If you meet the credit requirements, personal loans are readily available. You usually have up to five years to repay the loan, and the true annual interest is about 12 percent.

A property-improvement loan, for the most part, is identical to a personal loan. However, if your bank participates in the Federal Housing Administration program, an FHA Title I loan may be available at a slightly lower interest rate and with a longer term for repayment. In either case, the bank officer will usually want to see the contractor's estimates of the costs and materials to be used in the home improvement project.

The terms of automobile and boat loans, too, are similar to those for a personal loan. Often, you can negotiate this sort of loan before you make your final choice. Many full service banks will hold the cash for you for 90 days while you shop around, and interest costs don't start until you actually borrow the cash. Your new car or boat can be financed through the dealer, but the interest rate will probably be higher.

Basically, there are two types of student loans. Through one, the bank will lend from $1,000 to $15,000 to parents who qualify as good credit risks. The money is advanced annually and repaid in installments over a four- to eight-year period. This kind of loan usually carries a life insurance feature that cancels the debt but continues to pay the student's expenses in the event that the borrowing parent dies before the college course is completed.

The other type of student loan is one made possible by Title IV of the Higher Education Act of 1965. These government-guaranteed loans are available in amounts up to $1,000 a year for undergraduate study until the student finishes college or has borrowed $5,000.

A Title IV loan is made directly to the student, whose family's "adjusted gross income" (after-tax income) is under $15,000 a year, and who has been accepted for enrollment at an eligible college. The student pays nothing in carrying charges while he is in college and need not begin to make repayment until nine months to a year after graduation. If the student becomes disabled or dies, the loan will be repaid out of government funds and his debt will be canceled.

Banks also specialize in home mortgage loans. Both conventional loans and FHA-insured loans are available for a second (or vacation) home, as well as for a first home. The interest rate for a conventional home mortgage loan is about 7.5 percent. The rate for an FHA-insured loan is 7 percent. The term for repayment in either case is generally 20 to 30 years. Note, though, that for a second home the maximum mortgage insured under the FHA program cannot exceed $18,000 and 75 percent of the appraised value of the home.

In any case, before the loan is made, the banker will want to know such things as taxes, location, access by road, utilities, and water supply. He probably will want to send a bank appraiser as well. The banker can be helpful to you, too, by recommending the size of a down payment suitable to your pocketbook, what your monthly installments should be (or, at least, not exceed), and the length of time you should take a mortgage for.

In addition to the services already mentioned, many banks also have Christmas clubs. You deposit a certain sum each month, and then as the Christmas season draws near, the bank sends you a check for the amount you have put by (plus interest in some instances) so you have your spending money at the right time.

Many banks have travel departments that can make travel arrangements and book hotel reservations for you, as well as provide you with traveler's checks, a letter of credit, and tip packs. The tip packs are small amounts of foreign currency—useful if you plan to travel abroad because you're provided with ready taxi and tip money to tide you over until you can get to the money changer.

Many full service banks, too, provide tax services. Some will prepare your tax statement for as little as $5 if it is an uncomplicated return. Unless you're fond of forms and mathematical maneuvers, the bank can be a source of solace at that particular time of the year. And it can help you solve your financial problems and worries at any time of year.

—**Ellen Key Blunt,** *coordinator of media services, Booke and Company, New York City, which represents the Foundation for Full Service Banks.*

WHAT'S THE SCORE ON: PROGRAMMED INSTRUCTION?

□ **Getting the full picture of programmed** instruction (PI) today is like seeing reflections in the mirrors at the fun house because the views run off and overlap. Nevertheless, certain views or facets of PI stand out.

Growth is most obvious in programmed materials and their use. (Notice the advertisements for instructional materials in many education journals.) Hendershot's *Programmed Learning: A Bibliography of Programs and Presentation Devices,* with semiannual supplements, now describes more than 3,500 programmed texts plus 500 machine-based or multimedia programs—an increase of 100 percent in five years.

When I sampled textbook publishers, I was told that collegiate programmed texts and sales have also doubled in five years and that trends will be toward programmed study guides as adjuncts to basic texts. Even greater increases were made at precollege levels, especially with multimedia format and with boxed sets of self-managed materials.

The big change has been the availability of such comprehensive systems as *SRA Reading Laboratory,* a multilevel learner-managed system using only the medium of print, for which 40 million student record books have been purchased.

Individually Prescribed Instruction (IPI), another well-known programmed system that involves aides as monitors, is now under contract for 100,000 pupils in mathematics, English language arts, and science in more than 300 school systems and has two demonstration schools in each of 38 states.

In most collegiate science centers, you will find Postlethwait's *Audio-Tutorial System* of science modules or some local version of these multimedia learning stations.

The Hawaii English Program (HEP), a state-developed programmed system (K-12 language skills, language systems, and literature) already being implemented statewide at K-3 levels, features the idea of peer tutoring and a "bank" of resources with ear, eye, or touch appeal that "lets children make their own mix of activities." HEP finds it can put two or more classes together and can have fewer copies of any one item, since pupils no longer act in unison.

Westinghouse Learning's PLAN (Program for Learning in Accordance with Needs), using available instructional materials in the school, a curriculum map of 4,500 cognitive behavioral objectives, and the input of student records, used the computer to help teachers make personalized plans for 30,000 students last fall. Of the more than 500 computer-assisted programs (CAI) in existence, the 12 commercially available below the college level last fall had contracts for 40,000 pupils.

For teachers, there are programmed courses, minicourses, and microteaching. Nearly 400 colleges and schools have already purchased an in-service course that teaches how to program lessons: *Designing Effective Instruction* (General Programmed Teaching), 15 multimedia lessons at $650.

Turning to other facets of PI, we see that individualization was what brought more local educators to the logic of the behavior-science approach (the learner must learn or the instruction fails), to behavioral analysis (analyzing and translating human functions into descriptions and standards of learnable performances), and to individual curricular uniformity (monitoring the individual's progress through a grid of learning tasks). These views now also front respectively for performance contracting, competency-based training, and a variety of curriculum plans and performance schedules that pretest, diagnose, prescribe, and chart progress.

PI research originally matched PI against conventional teaching. Between 1960 and 1964, 112 such comparative studies showed 41 percent of the programs to be superior; 49 percent, no different; and 10 percent, worse. Such comparative research is now avoided, however, because it makes no contribution to the improvement of instructional programming and usually fails in meeting unbiased criteria. Also the researched differences in performance with different subject, age, sex, grade level, in or out of school, were never so important as the variable of interest, relevance, and so on.

Thus research in PI is now directed more toward facts that will improve the management of the system of learning; and the findings are fed back into program development, into instruction to users or purchasers, and into the professional journals as instructional research.

The trend is definitely toward more learner-controlled materials, peer mediation, team learning, and more use of the idea of validating instruction. More of the curriculum's cognitive and psychomotor learnings will be allocated to programmed materials and other self-managed media. This should result in (a) more routine accountability for cognitive gains, (b) more teacher attention to affective learnings, and (c) more provision for peer interaction.

This is consistent with school trends toward more openness for pupil exploration, invention, and discovery. If the same movement develops in higher education, probably for "external degrees" and independent off-campus learning, programmed courses will be given another boost.

More provision will be made for rent or lease of programs, for training the users, and for service contracts like PLAN or CAI, but direct purchase will predominate.

However, PI predictions may now be scrambled by economic factors. It was a large influx of new federal money, not local support, that primed the curriculum reforms and school purchases of the learner-controlled materials. Now a shortage of funds has prodded the universities to find cheaper ways of extending education off campus to where the learner is.

Thus, in the economic climate that now pinches budgets, priorities for salaries may squeeze out instructional materials. If that happens, the curriculum is in trouble, teachers are handicapped, students are shortchanged in cognitive learnings, and pessimists will give up. But optimists will see this as an invitation to make real the dream of a more effective and less costly mixture of lively teaching plus student interaction with validated instructional media.

—**Phil C. Lange,** *professor of education, Teachers College, Columbia University, New York.*

IDEA EXCHANGE

Today's Education *invites NEA members to submit items for possible use in "Idea Exchange." Contributions must not have appeared previously in a periodical having state or national distribution. (Please include your home address as well as your school, position, and ZIP Code.)*

Social Studies Project

I have found a good way to teach ecology and the rights of the citizen and of government. I asked each of my students to bring a picture of something he liked to do outdoors. Most pictures came from magazines, and the subjects ranged from football and skiing to rocketry.

I taped the pictures to a large wall, at random but not overlapping each other, and posted a sign that said "City" at each end of the display. I told the students that a freeway five inches wide was going to be built from one city to the other, that nothing could stop it, and that anything it covered was considered destroyed.

The students formed committees and developed arguments as to why their particular interests (wild rivers, football fields, ski hills) should be protected. Three students served as "highway commissioners." They were given the cost per mile of straight and curved roadway, the cost of bridges, and a scale for translating inches on the wall into miles. Their job was to figure out the most economical way to build the freeway.

We held a public hearing at which each interest group presented its case. An open debate followed the hearing, and then the highway commissioners weighed the arguments and the political clout of the interest groups. After that they designed a route.

The activity showed two things pretty well: First, politics does reach down to the grass roots level, and citizens can have an effect. Second, to build things like roads, you must use some piece of land, and this changes the other land. The students of my six sections came up with six different routes, all of them attempting to protect as much of the ecology as possible. The upshot was that the students wanted to find out how the government has the right to take land away and to learn what rights individuals have.

—Craig J. Nauman, *teacher of eighth grade social studies, Thomas Jefferson Middle School, Madison, Wisconsin.*

Buzz

Remember the old game, Buzz, in which a group decides on a number, three for example, and then counts off with the understanding that any time three or a multiple of three comes up, the person whose turn it is should say "buzz" instead of the number? (One, two, buzz, four, five, buzz, seven, eight, buzz, etc.)

Buzz is a good game to help students learn bases other than 10. In base five, using the number three, the first person would say "one," the second, "two," the third, "buzz." Next would come four, then one-zero, then buzz, then one-two, then buzz.

A variation to make students concentrate harder is to add another number for which they substitute the word *fizz*—perhaps the number five, in which case (in base 10) the counting would go: one, two, buzz, four, fizz, buzz, seven, eight, buzz, fizz, and so on.

Students enjoy playing Buzz and will quickly master the necessary concepts to compete favorably.

—Wayne Tahara, *teacher of seventh grade English, Grand Island (New York) Middle School.*

Labels for Goggles

During some exercises in lab courses teachers are required to have students use eye protectors. These must be marked for each student each year.

I found that by using the tapewriter label maker I could place the name of each student on the frame of his goggles. I could also use a different color for each class. At the end of the year, I removed the names by pulling the tape off and then sterilized the goggles and stored them for use the next school year.

If you have more than one teacher teaching a laboratory science, each one may have a color code or some combination of colors.

—Eugene W. Skinner, *assistant supervisor of science, Area I, Fairfax County (Virginia) Public Schools.*

Keep Them Reading

At the beginning of the school year, I divide the children into five groups for news reporting. I assign each group a day of the week on which to report. After opening exercises each morning, the president of the class calls for news reports. I encourage the reporters to look through the newspapers and select news of interest to children, something they understand themselves and would like to tell to others. The object is to train students to read the daily paper and to develop the ability to express themselves before a group.

Instead of preparing a news report, a student may use his reporting time to review an article from a current magazine. Our library has a splendid selection of children's magazines, and the library schedule provides time for study or research groups to browse and pick up interesting information.

—Catherine Howard, *third grade teacher, Little Run Elementary School, Fairfax County, Virginia.*

Bidding for Questions

When my American literature class reviews for a test that covers a great deal of material, the students and I enjoy a method I modified from a television show.

I send a group of five or six students to the front of the room; then I let them bid for answers to the question that I intend to ask. Each student can bid up to, and including, 10 points to "get" to answer a question. As soon as someone bids 10, the bidding stops, and I ask the question. If the high bidder gives a correct answer, he gains 10 points. If his answer is wrong, he loses 10 points.

To keep the first student from bidding 10 points every time, I warn that an occasional question is going to be extremely difficult. If, in a particular round, the high bid is only three points, for example, the bidder has only three points to gain; but, on the other hand, he has only three to lose. I ask as many questions in each round as there are students in order to give each student at least one opportunity to be high bidder.

If students become reluctant to bid, I promise an easy question, and the bidding regains momentum. Even

slow students seem to enjoy the bidding game, and all students definitely show much greater interest in the material and better retention than when we review in a more conventional manner.

The winner (or winners, in case of a tie) in each group competes with the other winners for top honors.

—Wilda N. Walker, *teacher of American and English literature, Enid (Oklahoma) High School.*

Seeing for Themselves

When I taught eighth grade science, most of my tests were true-false or multiple choice, primarily because my students were able to take that type of test, whereas they simply could not write decent answers to discussion questions no matter how well they seemed to know the material. They could express themselves verbally, but putting those words on paper seemed impossible.

One day for a regular unit test, I gave my customary 25 multiple choice questions followed by 10 discussion questions that could be answered with nothing less than a short paragraph. I asked everyone to use a soft lead pencil instead of ink. The results were the same—terrible.

After that test, I took scissors and cut out their answers, making sure that no student identification was left on any answer. I placed the answers on a sheet of plain white paper and from this made overhead projector transparencies with a regular thermal copier.

Then the class, collectively, had a chance to see, analyze, criticize, and correct or improve the answers. On subsequent tests, the students and I began to notice remarkable improvement. And, because our copier will not reproduce ink, they got into the habit of using lead pencils.

Other teachers to whom I passed this idea along have also reported good results.

—Charles Eugene Bryant, *former elementary principal; now public relations assistant, Tennessee Education Association, Nashville.*

Review Game

My students like to play the following game when they review for tests:

I choose two groups of panelists (usually only three to a group) to come forward and sit facing the class. Each group quickly selects a spokesman. The rest of the class is responsible for asking questions, which they may pick from the textbook or from their class notes.

The game begins when I single out a student for the first question. Both panels listen to the question and then signal by buzzer when they think they know the answer. The first team to signal gets a chance to talk over their ideas before their spokesman answers. If the answer is correct, I award a point. If not, the panel loses one point and the opposing team takes the question.

I choose teams in advance for a six-weeks' period. By posting their scores, I give them the added incentive of trying to be the number-one team. This type of review, I have found, allows students of all abilities to get into the act.

—Richard W. Teremi, *former teacher of eighth grade history, Marcellus (Michigan) Junior-Senior High School.*

UNFINISHED STORY

The editors present this story for classroom use as a basis for group discussion, role playing, or creative writing. They also call attention to a new booklet containing 29 of the most popular unfinished stories, now available for $1 (2-9 copies, 10 percent discount; 10 or more copies, 20 percent discount); from the NEA Publications-Sales Section, 1201 16th Street, N.W., Washington, DC 20036. Ask for More Unfinished Stories for Use in the Classroom. *Stock No. 381-11976.*

What Should Alfred Do?

Alfred, a new fourth grader at his school, listened with interest as his teacher talked about the monthly spelling contest they'd have on Friday afternoon. "As usual," she said, "there will be a nice prize for the winner." Later, Alfred found out that the prize was a box of candy—a gift from the Goodie Shop, a store owned by the father of one of his classmates.

Alfred could scarcely wait for Friday to roll around. Spelling was his favorite subject. He took his book home on Thursday and asked his mother to go over all the words with him.

On Friday afternoon Miss Johnson told Alfred that he could be on Bob's team. "That will make the teams exactly even," she said.

The game went on and on; most everyone was doing well. But at last only Alfred and Ann, from the opposing team, were left standing.

Miss Johnson gave the next word. Ann hesitated. Then she said, "N-e-i-c-e." Her teammates groaned. Alfred spelled the word correctly. He had won!

Miss Johnson took the small box of brightly wrapped candy from her desk and gave it to Alfred. "Congratulations!" she said.

Alfred could scarcely wait to get home. He would show his handsome prize package to his parents and then, after giving them each a piece, divvy up the rest of the candy with his brothers and sisters, who still missed their old friends and needed some cheering up. When the bell rang, he picked up the box and dashed happily out the door. As he did so, he heard a loud voice behind him say, "He certainly is stingy! Why didn't he open the box and share the candy the way the other kids always do?"

Alfred's face flushed with embarrassment. It was just about the first prize he had ever won and he didn't want to open it until his family could admire it. Then, too, the box was so small that if each one in the class had a small piece, there would be nothing left to take home. Still, he didn't want to seem selfish and he didn't want the other kids to be mad at him.

What should Alfred do?

Thoughts To Think Aloud

1. Do you think all of Alfred's classmates will be angry with him? Will some of them understand?

2. Should Alfred's teacher have suggested that he open the box and share the candy? Explain.

3. Do you think Alfred was perfectly right in taking the box home—since it was *his* prize?

LOCAL ASSOCIATION OF THE MONTH: EDMONDS EDUCATION ASSOCIATION

☐ **When did the Edmonds Education** Association (EEA) come of age?

It began maturing in 1965 when the Washington State legislature passed a broadly based negotiations law for teachers.

EEA quickly organized for negotiations. A procedural agreement was written and successfully negotiated that summer, and the school board and the EEA Representative Council adopted the contract in the fall. Real negotiations had begun.

In 1966 teachers who previously had thought of EEA as a powerless tea and crumpets society, which gave scholarships, discussed a salary schedule with central administrators, and timidly made suggestions about curriculum changes, began to think about what would go into the negotiations package. Teacher advocacy became the role of the Association.

The public school systems of the State of Washington suffer from the antiquated and discriminatory process of the annual special levy which provides funding for nearly one-third of the education dollar. Teachers have exercised great discretion in carrying on negotiations to prevent giving the public any excuse for voting down the levy. Nevertheless, EEA, with the support of its members, has consistently gained negotiated benefits.

According to the local "experts," the levy was supposed to fail in 1969. However, the Association refused to accept failure, and the leadership rallied the members. It became common knowledge that if negotiations didn't result in increased benefits for teachers and curriculum improvements for students, the Association would not support the levy.

The result of this daring move was that negotiations were successfully concluded, and the Association threw its support behind the levy. It passed, and teachers received a 10.3 percent salary increase (excluding benefits).

This year EEA is abandoning the "limited number of items in a package" approach in favor of the Master Contract, a comprehensive document, which will be in the hands of every member. Building representatives will then be better able to act as shop stewards in policing the negotiated agreements of EEA.

In 1965 the Association looked ahead and saw the need for moving to its own headquarters and hiring a staff to man it. With this in mind, the dues were raised from $5 to $40. (Today the dues are $47—.68 of 1 percent of the salary base.)

Then in 1968, EEA moved into an office and hired a secretary and a full-time executive director, the then outgoing president of the Washington Education Association (WEA).

In 1970, the Association purchased its own modern, two-story office building (shared with five tenants) and hired another full-time secretary and a part-time one.

EEA members don't confine their interests to the Association, however. They are also interested in the community. In 1969, the Association donated a bus to a center for local senior citizens who desperately needed transportation to keep them involved in the community.

EEA is also active politically. The Association is proud of the many successful campaigns it has been involved in through PULSE (the statewide political action arm of WEA) and has worked actively for statewide tax reform. Unfortunately, this goal has not yet been reached.

In 1968 EEA successfully campaigned for Ken Bumgarner, who was elected president of the Washington Association of Classroom Teachers. In 1970 the Association did it again; he was elected president-elect of WEA.

A staunch advocate of teacher rights, EEA has refused to be intimidated by school board rulings which violated these rights. In April of 1970, the Association began the first of a series of court cases to protect its members' rights.

After a frustrating year of negotiations, the board unilaterally adopted a school calendar. EEA successfully sued for relief, and in a decision handed down on October 12, 1971, the superior court declared the school calendar negotiable. The court further stated that the section of the negotiations law which indicates that all matters are negotiable means just that. The judge declared the Washington law to be a *collective bargaining* law. This decision will have far-reaching effects, for it appears to indicate that future negotiation between school boards and teacher groups in Washington may be unlimited in scope.

Next, the Association was forced to take a case to court involving a member. Claiming that the schools would be overstaffed in 1971-72, the school board had not renewed her contract. Again, EEA won its case; the teacher is now working under a valid, continuing contract.

In late May the actions of the board required the Association to initiate two more suits to protect the rights of members. In 1969, the board had adopted a procedure which allowed it to deduct *7 percent of one year's salary* of any teacher who was placed on probation for longer than 60 days. The Association contested the ruling the first time the board invoked it. Unfortunately, EEA lost the court decision. However, the Association has appealed the decision and expects to be in court in June on this case.

Also, in late May, in further illegal attempts to reduce what was believed to be an oversupply of staff for 1971-72, the district ruled that those women teachers who were expecting babies during the summer would be placed on a one-year maternity leave with no guarantee of reemployment. In effect, their employment would have been terminated. The women involved sought EEA assistance. That case, financed in part by NEA's DuShane Fund and WEA, went to court in late July, and again the Association won, thus guaranteeing a job for these teachers when they returned.

What of the future? This year, the Association will be in court again. School board action in October resulted in the hiring of 20 teachers who received contracts only when they agreed to waive their right to due process under the Washington State Continuing Contract Law.

The Association is continuing its fight for teacher rights. The Association has come of age.

—Patricia L. Reed, *president, Edmonds Education Association, Lynnwood, Washington; teacher of English, Alderwood Junior High School, Alderwood Manor, Washington.*

CLASSROOM INCIDENT

This is another in a Journal *series presenting the handling of a troublesome classroom incident by a teacher and analyses by teachers or other consultants whose training and experience may enable them to contribute illuminating insights. This month we also present a student's reaction to the incident.*

My tenth grade history students looked serious as they filed into the room. This was the day for the semester test. I had worked very hard with this group, my fourth period class, and I was sure they would all pass the test.

Moreover, I was not worried about cheating in this group. The students and I had gone into the whole matter of cheating some weeks before, and the class had finally decided to work on the honor system. Everyone seemed proud of this system, and so far it had worked perfectly.

The students began to write. I was encouraged; everyone was busy. But a few minutes later, when I went to the back of the room to adjust the shades, I did a double take.

A piece of paper was taped to the back of a chair in the first row. I walked up the aisle to take a better look. Dates, names of treaties, and other pertinent bits of information were written on the paper.

I looked at Myra, who sat directly behind the paper. At the moment, her eyes were on her test paper. She wasn't an outstanding student, but she was in no danger of flunking. So why would she stoop to cheating? Why would she deliberately break the rules adopted by her classmates?

Suddenly, I saw red. After all my hard work with this class—to think a student would resort to cheating.

"All right, everyone," I said, my voice trembling with anger. "Stop!" With that, I pulled the paper from the back of the chair directly in front of her. "What is this?" I asked Myra.

"I don't know," she replied. "I didn't put it there. . . . Yes, I saw it, but I didn't say anything because I don't want to get anyone in trouble—like someone in another class. Anyhow, I wasn't looking at it. You have no right to think I was cheating."

"Don't tell me what I have a right to do. I'll tell you what I'm going to do—I'm going to give you a zero on the test!"

There was a moment of stunned silence, then Myra jumped to her feet and ran out of the room, followed almost immediately by three other students.

"Is there anyone else who wants to leave?" I asked. There was no reply. I went back to my desk and sat down, still trembling with anger.

"I'm sure the principal will back me up," I told myself. "He always does." But suddenly this didn't seem important. I had condemned Myra on completely circumstantial evidence and had humiliated her in front of her classmates. Now I had lost the respect—yes, even the affection—of this group. After working so hard to help them, I had undone all my efforts.

What should I do now? How could I repair the damage? What would another teacher advise?

CONSULTANTS' COMMENTS

This teacher almost answers his own question. He admits to himself that he has "undone all his efforts." Now it's a matter of simple courage to admit to others that he was wrong. He should speak to the whole class because they have been almost as badly hurt by the outburst as Myra.

He might say, "Class, I lost my temper. I'm sorry. An honor system must not include jumping to conclusions. I owe Myra an apology. I hope you realize that teachers are human and that you won't let my outburst ruin our system."

Besides apologizing to Myra again in private, he should ask the girl why she left the paper there since she knew it would get someone in trouble.

He should also check her test results and the handwriting on the crib notes. If he could prove she *was* cheating, he should—after his own apology—confront her with the evidence of her guilt.

If it's any consolation to the teacher, I'm a veteran of 24 years of making mistakes in front of classes. I have never found students vindictive when I admitted I was wrong.

I don't think the good work in this class has been permanently undone.

—John M. Gray, *chairman of English Department, Nauset Regional High School, North Eastham, Massachusetts.*

The situation is probably not as catastrophic as it might appear at first glance. Several factors will aid the teacher in solving the problem.

First, he had spent a great deal of time working with this class and establishing a high degree of rapport. His students will be inclined to listen open-mindedly to his explanation.

Second, since the class had adopted an honor system some time before the incident, it may be inferred that the girl had violated a very important part of a workable system: the obligation to report violations regardless of the status of the people involved. The girl was remiss in failing to report the paper taped to the chair.

Third, the fact that the teacher realized that he had judged hastily and on circumstantial evidence alone should keep him from making the very serious error of asking the principal to back him up in his emotional reaction to the situation.

The teacher should get in touch with the girl and her compatriots and ask them to return to the classroom the following day to accept his apology for a hasty decision. He could then point out that the girl had neglected her obligation and emphasize the importance of upholding the essentials of a contract.

A relevant role-playing episode involving circumstantial evidence could be based on this incident. If enough interest is shown, a lawyer could be invited to speak to the class on the rules of evidence.

Actually, I do not feel that honor systems are workable in most situations. As one professor expressed it in an article I read years ago, "The professors have the honor and the students have the system." Too much trust can be placed, or misplaced, in students by teachers who think that if they expect the students to be honest, all of them will, therefore, be honest.

—Harold Welke, *English teacher, North High School, Sheboygan, Wisconsin.*

I feel that the teacher overreacted. By accusing Myra in front of her class-

mates, he built up a great deal of emotional tension in the students already under the pressures of a semester exam. This extra tension, coupled with empathy for Myra caused a few students to walk out and others to lose respect for the teacher. Because of this confrontation, Myra had to deny cheating or lose the respect of her classmates who had decided to work under the honor system.

The teacher should have pulled the paper off the back of the chair and waited until after class to question Myra. Since he feels he had an honest relationship with the class before this incident, he should now apologize to Myra in front of her classmates. He could then arrange to speak to her alone about the incident.

To restore the open relationship and respect in his class, the teacher might begin a series of discussions with his students about their reactions to cheating. Student and teacher points of view should be discussed. Maybe this dialogue will help to break down the obvious communication gap between the students and the teacher, giving each a better understanding of the other.

—Maureen Shayman, *senior, Maine East High School, Morton Grove, Illinois; midwest representative to National Executive Committee, Future Teachers of America.*

"Why should I think of the future? It hasn't done anything for me."

RESEARCH CLUES

This regular monthly feature of brief research summaries is designed to encourage the teacher to become familiar with significant research in education and to conduct action research of his own.

Although knowledge of research findings in education can be helpful to the teacher in developing his own instructional program, he needs to remember that research studies on a particular topic do not always agree and that no single study or series of studies should be considered to reveal the final answer.

Further details about the research summarized here can be obtained from the organizations mentioned.

Has recent research raised some doubts about the thesis that if teachers are led to believe their students are superior the students will excel?

Yes. Researchers Elyse S. Fleming and Ralph G. Anttonen at Case Western Reserve University found that teachers are little affected by the supposed IQ scores of their pupils compared to what the pupils actually do in the classroom.

Following the fall 1968 testing program, 1,000 second graders in Cleveland schools were dealt with in one of four ways: Their IQ scores were given to their teachers, their IQ scores were withheld from their teachers, their percentile rank on the Primary Mental Abilities test was reported to their teachers, and their IQ scores, inflated 16 points, were given to their teachers.

When the IQ test was readministered the following spring, all groups did about the same despite the varying teacher expectations based upon information given the teachers. "It appears that, in the real world of the teacher using IQ test information, the self-fulfilling prophecy does not operate as hypothesized," the researchers observed. "We can only conclude that teachers are more sensitive to the functional level of students than previously believed, since teachers, in fact, identified the inflated group as less accurate."

The researchers also observed that the usefulness to teachers of administering group IQ tests in the primary grades might be questioned, "for the tests may not really assist in the instructional program except insofar as the teacher feels more comfortable for having had them."

Reprinted with permission of Capitol Publications, Washington, DC.

How widespread is the study of newspapers in the classroom?

Nearly five million students in the United States and Canada are using newspapers regularly in their classroom activities, according to a recent study by the American Newspaper Publishers Association Foundation, New York City. These students attend 33,575 schools and are taught by 94,811 teachers.

The survey revealed that only 39 percent of the U.S. newspapers that have Newspaper in the Classroom (NIC) programs now charge the schools for copies of the newspapers, and only 21 percent of the Canadian papers with programs do so. In the United States, 37 percent of the newspapers with NIC programs conduct local in-service training workshops or seminars for teachers on how to use newspapers, and 62 percent of the Canadian papers with programs conduct local workshops. In the United States, 59 percent of newspapers with programs provide some kind of teacher instructional material; in Canada, 79 percent do so.

The NIC program aims at developing among young people greater competence in reading daily newspapers and a broader interest in public affairs. The program is also concerned with developing understanding of the free press and its essential role.

Is it true that most black American families are female-dominated?

Not according to a study recently released by the National Urban League. "Contrary to popular belief," the study states, "our findings indicate that most black families are characterized by equalitarian patterns. And the wives in these families, although strong and resourceful, are not domineering matriarchs."

The study found five characteristics common to the majority of black families: strong kinship bonds, strong work orientation, adaptability of family roles, strong achievement orientation, and strong religious orientation.

NEW NEA PUBLICATIONS AND AUDIOVISUAL MATERIALS

This listing is designed to keep you informed of the newest professional materials published by the NEA and its affiliates. Please use stock numbers when you use a purchase order form.

An Anthology of Readings in Elementary Social Studies (#1). Huber M. Walsh, editor. *Readings Series No. 4.* Contains a selection of 50 significant articles from *Social Education* and presents challenging and many-sided views of major areas in elementary social studies. 208 pp. $3.75. 491-15270. National Council for the Social Studies.

Audiovisual Materials in Mathematics (#2). Joseph A. Raab. Presents a bibliography of films, filmstrips, loops, transparencies, and videotapes available for use in teaching mathematics. The primary breakdown is by subject area and the secondary, by mode of presentation. Codes indicate running time or number of frames, color or black-and-white, grade levels, distributor, and availability through sale or rental. Names and addresses of producers and distributors are listed in special section. 90 pp. $1.80. 301-01010. National Council of Teachers of Mathematics.

The Human Relations Specialist in Local School Systems, 1970-71 (#3). ERS Circular No. 5, 1971. Reports on the status, responsibilities, and staff of 110 individuals employed by local school systems whose primary responsibility is in the area of human relations, integration, or urban problems. (ERS subscription includes one copy of each Circular.) 64 pp. $3. 219-21502. Educational Research Service.

The Middle School (#4). November 1971 issue of *The National Elementary Principal.* Includes 11 articles. 128 pp. $2. 186-05614. National Association of Elementary School Principals.

Organizational Patterns for Instruction in Physical Education (#5). Helps physical educators and administrators organize the physical education time allotment, personnel, and student grouping structure to facilitate meaningful learning under a variety of organizational patterns. Articles in the manual tell how various schools have accommodated innovative patterns. Some topics discussed are flexible grouping, modular scheduling, nongraded programs, team teaching, staffing patterns, and use of paraprofessionals. A comprehensive bibliography is included. 120 pp. $3.25. 245-25240. American Association for Health, Physical Education, and Recreation.

Selected Items for the Testing of Study Skills and Critical Thinking (#6). Bulletin No. 15, fifth edition. Provides the teacher with specific assistance in evaluating student behavior and performance in the social studies. 101 pp. $2.75. 498-14970. NCSS.

Teachers and Parents Together for Kids (#7). Tells how an education association, PTA, or building faculty can conduct a teacher-parent involvement workshop, a technique for helping parents and teachers understand each other better and work together. 6 pp. 25¢. 051-02210. Division of Organization Relations in cooperation with the Division of Instruction and Professional Development—Adult Education.

The Trisection Problem (#8). Robert C. Yates. *Classics in Mathematics Education,* No. 3. A new edition of a sparkling little treatise. Its significance lies in the fact that much of the history of mathematics originates in three famous problems of antiquity, one of which is the subject of this book. Suitable reading for high school students. 68 pp. $3.60. 301-01008. NCTM.

What Research Says to the Teacher: Five Reduced-Price Package Offers.

This popular series of 35 booklets and seven filmstrips, designed to help teachers solve day-to-day classroom problems, has two prime functions: (a) to suggest principles and practical procedures that may be applied directly by the classroom teacher and (b) to provide a springboard for further study and use of research findings.

BOOKLETS: 25¢ or 50¢ each, 5½" x 8½," 32-36 pp. *FILMSTRIPS:* color, sound, 33⅓ rpm record narration, written script, and a copy of the booklet on which the filmstrip is based, $8 to $12 each.

(#9a) **Program A. The Entire What Research Says to the Teacher Library** (35 booklets and 7 filmstrips: a $73.75 value). $57.45. No discount. 387-11500.

(#9b) **Program B. The Filmstrip Collection** (7 filmstrips: *Controlling Classroom Misbehavior, Educational Media, Guided Study and Homework, Motivation in Teaching and Learning, Nursery School and Kindergarten, Teaching the Disadvantaged, . . . When Every High School Teacher Is a Reading Teacher:* a $64 value). $54. N.D. 387-11514.

(#9c) **Program C. The Booklet Collection** (35 booklets: a $9.75 value). $7.75. N.D. 387-11516.

(#9d) **Program D. The High School Teacher's Special Interest Package** (23 booklets and 6 filmstrips: a $60.50 value). $50. N.D. 387-11502.

Booklets only: $5.25. N.D. 387-11504.

Filmstrips only: $48.10. N.D. 387-11506.

(#9e) **Program E. The Elementary School Teacher's Special Interest Package** (29 booklets and 6 filmstrips: a $61.75 value). $51.25. N.D. 387-11508.

Booklets only: $6. N.D. 387-11510.

Filmstrips only: $46.10. N.D. 387-11512.

Association of Classroom Teachers.

ORDER FORM

The reference number is given in parentheses after each title listed. To order, enter the quantity desired next to the corresponding reference number on the order form below.

Payment must accompany all orders except for those on your official institutional purchase order forms. Shipping and handling charges will be added to billed purchase orders. Quantity discounts, unless otherwise noted, are as follows: 2-9 copies, 10%; 10 or more copies, 20%. *No discount.

	Qty.	Stock No.	Price	Cost
(#1)	_____	491-15270	$ 3.75	_____
(#2)	_____	301-01010	$ 1.80	_____
(#3)	_____	219-21502	$ 3.00	_____
(#4)	_____	186-05614	$ 2.00	_____
(#5)	_____	245-25240	$ 3.25	_____
(#6)	_____	498-14970	$ 2.75	_____
(#7)	_____	051-02210	$ .25	_____
(#8)	_____	301-01008	$ 3.60	_____
(#9a)	_____	387-11500*	$57.45	_____
(#9b)	_____	387-11514*	$54.00	_____
(#9c)	_____	387-11516*	$ 7.75	_____
(#9d)	_____	387-11502*	$50.00	_____
	_____	387-11504*	$ 5.25	_____
	_____	387-11506*	$48.10	_____
(#9e)	_____	387-11508*	$51.25	_____
	_____	387-11510*	$ 6.00	_____
	_____	387-11512*	$46.10	_____

Mail to:
NATIONAL EDUCATION ASSOCIATION
Publications-Sales Section 111
1201 Sixteenth Street, N.W.
Washington, DC 20036

☐ Payment enclosed. Total $_____
☐ Bill on purchase order attached.

_____
Name and title

_____
School or organization

_____
Mailing address

_____
City, State, ZIP

REPRESENTATIVE ASSEMBLY IN ATLANTIC CITY

RA in AC

☐ **The supreme governing body of the National** Education Association is the Representative Assembly. The Assembly has the power to elect the officers of the Association, adopt the annual budget, act on the annual reports, and approve resolutions and amendments to the Bylaws. Following the advice and recommendations of the Board of Directors, the Assembly may create and discontinue committees, commissions, councils, departments, national affiliates, and associated organizations and shall adopt procedures to be followed in disqualifying, censuring, or reinstating an affiliate. The Assembly conducts other business of the Association and is the final authority in all matters not otherwise specified in the NEA Bylaws.

In recent years, NEA presidents have pressed for reforms to maximize the effective use of time allotted to the Assembly for conducting its business. Ceremonial, as well as other tradition-laden activities, are being phased out of the Representative Assembly meeting. Adequate time to reflect on the issues of each day's proceedings has been allowed, and concise materials will be available to assist the body in its deliberations.

The Atlantic City meeting for 1972, under the leadership of President Donald E. Morrison, will see a continuation of annual meeting objectives designed to utilize effectively the valuable time of each representative. A series of open hearings on proposed additions and changes to the Bylaws, the proposed 1972-73 budget, and on resolutions designed to lead the Association into action programs for the new year will be held one day before the opening of the Representative Assembly. State caucus meetings of each state association will be part of each day's business activities.

In addition to all its regular business, this year's Representative Assembly will receive the report and deal with the recommendations of the final session of the Constitutional Convention to be held next month in Minneapolis. Many leaders will look upon this year's Assembly as the last of the traditional meetings and the first in a series of meetings leading to full inclusion of vital NEA business at each session.

This year the only planned social activities for delegates will be connected with certain aspects of Association business. Friendship-Candidates Night will be held in conjunction with the commercial exhibit, and a reception for new officers is being planned. The Association of Classroom Teachers, the National Council of State Education Associations, and the National Council of Urban Education Associations will hold their summer meetings prior to the open hearings and the Representative Assembly. ☐

REPRESENTATIVE ASSEMBLY IN ATLANTIC CITY

RA in AC

About 10,000 NEA members attended last year's NEA convention in Detroit.

110th NEA Annual Convention, Atlantic City, New Jersey, June 24-30, 1972

Most of the rooms in the boardwalk hotels and motels have already been reserved for state education associations for all or a portion of their delegates and are not available for individuals filing this form. However, the Housing Bureau of the Atlantic City Convention Bureau will make sleeping room reservations for you upon receipt of this reservation blank if all requested information has been provided. The Bureau will make your reservation in the best accommodations still available on a first-come, first-served basis, taking into account the type of accommodation you prefer. Applications should be received before June 1 to ensure receipt of confirmations. If your reservation is being made by your state association, do not file this form.

Application for Sleeping Room Accommodations

Hotel or Motel Requested in Order of Preference: *(See following page for facilities and rates.)*

1. _____ 3. _____

2. _____ 4. _____

Please reserve the following:

Accommodations Desired	**Rate Desired**
___Room(s) with double bed for two persons	$_____ to $_____
___Room(s) with single bed for one person	$_____ to $_____
___Room(s) with twin beds for two persons	$_____ to $_____
___Suite(s), parlor and one bedroom	$_____ to $_____
___Combination(s) (2 rooms—1 bath)	$_____ to $_____
___Other	$_____ to $_____

Arrival Time: Date_____ Hour_____ a.m. p.m. Departure Time: Date_____ Hour_____ a.m. p.m.

Arriving by: Bus_____ Car_____ Plane_____ Train_____

Accurate arrival and departure information must be provided.

Please print or type names and addresses of all occupants, including the person making the reservation: (Bracket those sharing a room.)

Name	Street Address	City	State	ZIP Code

Confirm reservation to:

Name	Street Address	City	State	ZIP Code

Notes:

1. Some hotels/motels require deposits. The amount will be noted on your confirmation from that facility. Do not send checks or money orders with your application.
2. Be certain to indicate your arrival time in Atlantic City. Reservations will be held only until 6 p.m. on the day you indicate you will arrive, unless your hotel is advised of a later time of arrival. Failure to notify the housing bureau directly of any changes in your arrival time may result in cancellation of your reservation.
3. Notify the Housing Bureau of all cancellations and changes.
4. The names and addresses of all persons who are to occupy rooms requested must be listed in the spaces provided on this application form or on an attached sheet completed in the same manner. Avoid duplications.
5. Single rooms are limited in number. Please arrange for two persons to share a twin-bedded room.

Mail to: NEA Housing Bureau, c/o Atlantic City Convention Bureau, 16 Central Pier, Atlantic City, New Jersey 08401. Do not send deposit with this form. Confirmation will be sent.

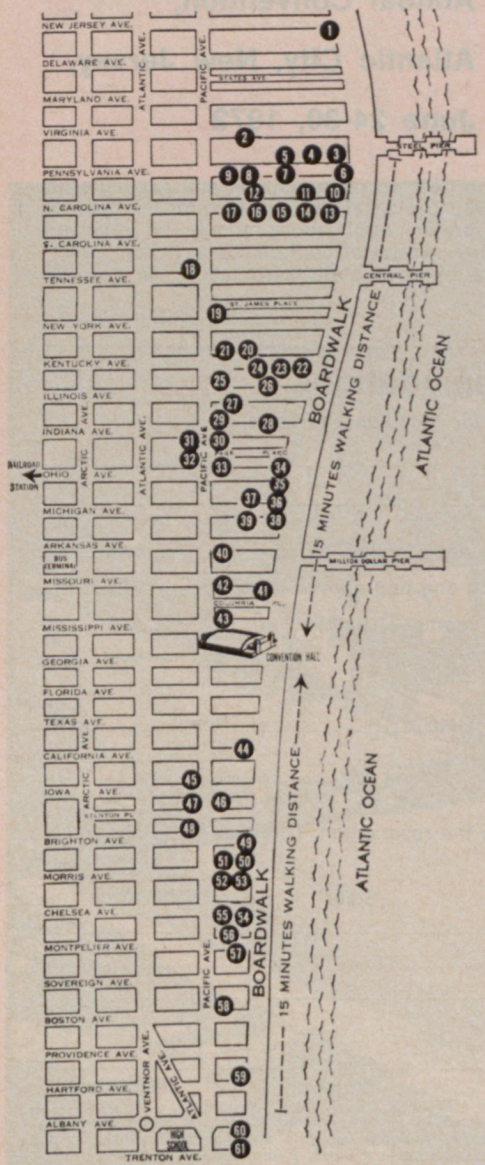
Registration and exhibits open at 9:00 a.m., Saturday, June 24.

REPRESENTATIVE ASSEMBLY IN ATLANTIC CITY

RA in AC

JUNE 24-30, 1972

ATLANTIC CITY



Atlantic City streets are 13 blocks to the mile instead of the usual 8.

Map No.	BOARDWALK HOTELS*	Rms. with Bath Single	Rms. with Bath Twin/Double	2 Rms.-1 Bath 2 Persons	2 Rms.-1 Bath 3 Persons	2 Rms.-1 Bath 4 Persons	Parlor Suites 1 Bdrm.	Parlor Suites 2 Bdrms.
6	Abbey (5)	$10-12	16-18					
10	Chalfonte-Haddon Hall (1,2,3)	13-36	20-38		30	32	52-80	
36	Dennis (1,2,3,4)	15-23	18-38		37	48-56	54-74	91-106
41	Holiday (1,2,4,5)	16-30	26-38				76	90-148
54	LaConcha (1,2,3,4,5)	24-36	26-38					
35	Marlborough-Blenheim (1,2,3,4)	15-19	19-31	28	32	34	46-62	
1	St. Charles (1,2,3,4,5)	12-18	16-22					
38	Shelburne-Empress (1,2,3,4)	14-28	18-36				49-73	75-106
49	Sheraton-Deauville (1,2,3,4,5)	16-28	18-32				48-100	80-135
3	Sheraton-Seaside (1,2,3,4,5)	20-24	24-32		42		67	99

Map No.	OFF BOARDWALK HOTELS*	Rms. with Bath Single	Rms. with Bath Twin/Double	2 Rms.-1 Bath 2 Persons	2 Rms.-1 Bath 3 Persons	2 Rms.-1 Bath 4 Persons	Parlor Suites 1 Bdrm.	Parlor Suites 2 Bdrms.
15	Carolina Crest (5)	$12-16	16-20					
9	Colton Manor (1,2,4,5)	16-26	20-30				57-65	83-95
32	Eastbourne (4,5)	10-14	14-16	18	22	24		
20	Richfield-Boscobel (1,5)	14-18	16-22					
23	Sterling (5)	10-12	14-15					

No.	MOTELS* (All rooms air-conditioned and equipped with TV)	Rooms with Bath Single	Rooms with Bath Twin/Double	Parlor Suites 1 Bdrm.	Parlor Suites 2 Bedrooms
21	Acapulco (4,5)	$16	18-22		
51	Algiers (1,2,3,4,5)	16-20	20-26	50	
56	Aloha (4,5)	14-18	16-22		
7	Aristocrat (4,5)	16-20	18-22		
27	Bala (1,2,3,4,5)	12-22	14-26		
14	Barbizon (4,5)	16-20	20-32		
30	Best Western Crillon (3,5)	18-24	20-30	60-70	80-90
17	Burgundy (4,5)	12-16	14-24		
44	Californian (2,4,5)	16-18	20-26		
55	Caribe (4,5)	14-20	18-22		
16	Carolina Crest (5)		18-22		
52	Castle Roc (4,5)	12-14	16-22		
13	Catalina (4,5)		20-32		
28	Colony (1,2,3,4,5)	14-22	16-26	50-65	70-85
8	Colton Manor (1,2,4,5)	23-31	25-33		
26	Continental (4,5)	12-22	14-26		
37	Dennis (1,2,3,4,5)		20-32		
46	Diplomat (4,5)	16-18	18-26	48-56	
48	Dunes (4,5)	14-18	18-24	40-42	
31	Eastbourne (4,5)	16-18	18-24		
45	Eldorado (5)		14-18		
19	Envoy (5)	18	20-22		
18	Fiesta (1,4,5)	20	24	50	
42	Four Seasons (3,4,5)	18-24	20-32		
47	Galaxie (4,5)	14	16-20		
40	Howard Johnson's (1,2,3,4,5)		20-40	60-80	126
12	Lafayette (1,2,3,4,5)	16-30	18-32	40-85	90-120
61	Lincoln Roosevelt Beach (4,5)	16	18-22		
22	Lombardy (1,3,4,5)	14-26	16-28		
57	Malibu (4,5)		18-30		
53	Mardi Gras (4,5)	10-12	14	22	
34	Marlborough-Blenheim (1,2,3,4)		28-30	58	
29	Midtown (1,2,3,4,5)	16-22	18-24	50-60	75-85
59	Monte Carlo (2,5)	18	20		
43	Pageant (1,2,3,4,5)	16-20	18-24		
60	President (1,2,3,4,5)	18-24	24-36		
33	Quality Motel-Mt. Royal (1,3,4,5)	14-26	18-30		
11	Ramada (1,2,4,5)	16-30	18-38	85-125	150
2	St. Moritz (5)		18-20		
39	Shelburne-Empress (1,2,3,4,5)	14-28	18-36		
50	Sheraton-Deauville & Sheraton-Deauville West (1,2,3,4,5)	18-32	20-36	100	135
4	Sheraton-Seaside (1,2,3,4,5)	22-26	24-32	67	99
25	Sorrento (4,5)	16	20		
5	Terrace (1,2,3,4,5)	22-26	24-32	67	
58	Tropicana (5)	18	20-24		

1—Restaurant and/or coffee shop on premises
2—Cocktail lounge and bar on premises
3—All-year pool on premises
4—Outdoor pool on premises
5—Rate includes parking
Kitchenette facilities available—rates on request

*There are a limited number of minimum-rated rooms in each hotel and motel.

The above rates are subject to 5% Municipal Tax. The Atlantic City Convention Bureau does not recommend hotels and motels other than those Members listed above.

CONTINUING EDUCATION
FOR TEACHERS and Others

Master of Arts
in Liberal Studies Degree
4 Summers

**DARTMOUTH COLLEGE
in NEW ENGLAND**

(Deadline for MALS Applications—
1 April 1972)

also

DARTMOUTH SUMMER '72

SPECIAL PROGRAMS: Computer-based Curriculum, Asian Studies, Comparative Literature, Drama and Repertory Theatre, Presidential Politics, Studies in Education

Write to:
Director, 6 Silsby Hall
Hanover, New Hampshire 03755

TEACHING POSITIONS IN FOREIGN COUNTRIES

The new 1972 Edition of ***The Teachers Guide To Teaching Positions in Foreign Countries*** contains up-to-date information about private and governmental organizations seeking teachers. General and personal requirements, kinds of schools and geographic areas served, and addresses for application forms are included. More than 100 pages of valuable information and addresses including a survey of foreign embassies! ! ! Over 20,000 copies in print since 1969.

Now is the time to plan for 1972-1973 overseas!!

For your copy, send $2.50 plus $.50 postage and handling to:

**Teaching Positions in Foreign Countries
Dept. A-5, Box 514, Ames, Iowa 50010**

TEACH IN CENTRAL AMERICA

- ☐ Escuela Internacional Sampedrana, Box 565, San Pedro Sula, Honduras.
- ☐ American School, c/o U. S. Embassy, Tegucigalpa, Honduras
- ☐ American School, Box 83, Guatemala, Guatemala
- ☐ Mayan School, 4a. Calle 15-27, Zona 13, Guatemala, Guatemala
- ☐ Escuela Americana, Box 1572, San Salvador, El Salvador
- ☐ Lincoln School, Box 1919, San Jose, Costa Rica
- ☐ Costa Rican Academy, Box 4941, San Jose, Costa Rica
- ☐ American-Nicaraguan School, Box 2670, Managua, Nicaragua

Serious, mature teachers, please write airmail for details.

**THE ONLY OFFICIAL
NEA TRAVEL PROGRAM**
**COMPLETE TOURS ALL OVER THE WORLD.
CHARTER FLIGHTS TO EUROPE—
TRANSPORTATION ONLY.**

(See pages 16-17)

ACADEMIC CREDIT ON MANY TOURS AND FLIGHTS.
Write today for FREE summer tour book, *NEA Travel Summer 1972*, to: Educational Travel Division, NEA, 1201 16th St., N.W., Wash., DC 20036.

DISCOVER EUROPE ON A BIKE

EURO-BIKE

- Individual economy jet fares or group inclusive tour packages.
- Over 15 makes of tax-free motorcycles from 50cc-750cc.
- License, registration and insurance included.
- Return shipment from anywhere in Europe to the U.S. or Canada.

EURO-BIKE, INC., Dept. 7
810 18th Street N.W. Suite 703
Washington, D.C. 20006

Name.....
Address.....Age.....
City.....State.....Zip.....

ASSAULTS ON TEACHERS

(*Continued from page* 32)

In discussing the six in-school causes, the study points to inadequate facilities in city schools which result in overcrowding, noise, and fatigue—factors that provide a "ripe climate for disruption." It also cites disputes arising between students and educators over restrictions on dress, smoking, student newspapers, and so on; disputes which occur when large numbers of young people and adults from different neighborhoods and different racial and ethnic strains mix; and the increasing politicalization of schools. On the last point, the study notes that students who have been politicized by the media, by local community leaders, and by the "more political teachers at the school" become deeply dissatisfied with conditions in American life and may create scenes at school simply because that is where they are.

What are some recommendations to deal specifically with the problem of assaults on teachers? (Some of these, of course, may help to prevent other types of violence in the schools.)

ACT President Roady believes that in the long run the best way to ease the problem of violence in the schools would be to make school a place where everyone—administrators, teachers, students—is treated like a human being. To humanize the schools, he says, "We need to overhaul our educational system—beginning with teacher training. I had no preparation in college on how to be a human being. That was back in the days when the teacher was supposed to sit up on a pedestal, the kids were supposed to sit down below somewhere, and neither party was supposed to bridge the gap."

Mr. Roady notes, however, that some teacher-training institutions now offer workshops on human relations and sensitivity training and provide their students with more exposure to kids all through the college years instead of just dropping them in a classroom for a semester in senior year.

Marion M. Landgraf, a consultant for school nurses to the American Association for Health, Physical Education, and Recreation (an NEA national affiliate), agrees with Mr. Roady on the importance of exposing prospective teachers to children in a classroom all through their college years and of training them to be aware of the kinds of behavior and activity that bring out violence in youngsters. Perhaps, she suggests, college students

HOWARD SUMMER SESSION TOURS

**THE ORIGINATOR OF STUDY TOURS IN THE WEST
TEACHERS MAY QUALIFY FOR TAX DEDUCTIONS**

Upper division college courses in humanities and social sciences. For credit or audit. Your choice of pass/not pass or alphabetical grade.

Operated in Cooperation With
UNIVERSITY OF HAWAII
SAN FRANCISCO STATE COLLEGE
COLLEGE OF THE HOLY NAMES
RUSSELL COLLEGE

OVERSEAS CAMPUSES

4 college credits each. Prices include round-trip airfares, accommodations, transfers, etc.

HAWAII .....30 days, only $369
SPAIN .....30 days, only $579
JAPAN .....30 days, only $599
HONG KONG .....30 days, only $599

STUDY-TRAVEL TOURS

4-6 college credits. Roundtrip airfares, hotels, sightseeing, admissions, transfers, baggage handling, guides, tips; meals in certain tours.

HAWAII .....30 days, only $469
ORIENT HIGHLIGHTS..30 days, only $983
ORIENT...20/31 days, only $1199/$1399
ORIENT-DOWN UNDER 32 days, only $1499
SOUTH PACIFIC .....32 days, only $1599
SOUTH AMERICA ....29 days, only $1299
SPAIN-PORTUGAL ....29 days, only $1199
EAST EUROPE-RUSSIA 28 days, only $1499
CIRCLE WORLD.....41 days, only $1899

Apply:

**HOWARD SUMMER SESSION TOURS
526 Grand Avenue; Oakland, Calif. 94610
Telephone: (415) 834-2260**

San Fernando Valley State College 1972 Summer Session Tours

EUROPE & MIDDLE EAST—11th CONSECUTIVE YEAR—41 days June 21-July 31. Includes 15-day Mediterranean Cruise, two days in Israel. Write Prof. Earle Field, History Dept., Sierra Tower 630, SFVSC, Northridge, California 91324.

GRAPHIC ARTS & PAINTING IN EUROPE—3rd YEAR—37 days July 28-Sept. 3. Includes Resident Study in Paris, London, Amsterdam. Enrollment Limited. Write Prof. Ernest Freed, 18360 San Jose Street, Northridge, California 91324

MEXICO STUDY TOUR—4th CONSECUTIVE YEAR—25 days July 2-26. Includes Resident Study in Mexico City, 4 days Vera Cruz, 1 day Taxco, 4 days Acapulco. Write Prof. Charles Macune, History Dept., Sierra Tower 613, SFVSC, Northridge, CA 91324

**WOMEN!
Train at Home for a BIG INCOME CAREER in ACCOUNTING!**

Train now at home in spare time for 1000s high pay prestige positions open to women in Accounting. Or make good full or part time profits "keeping books" for businessmen in your home or their offices. Accounting is the one field where women can compete equally with men and are often preferred. As an Accountant you'll do important work—and get important pay!

YOU'LL MEET INTERESTING PEOPLE... Tremendous opportunities for advancement will be yours as the demand for women Accountants far exceeds the supply. With our exclusive "Computer Age" Accounting Course you are shown step-by-step how to take advantage of latest business machines to simplify work. (We even give you a fully automatic electric adding machine!) You qualify for one of 1000s "Big Future" Careers awaiting trained women as Accountants. Whatever your previous experience or education—we show you how! Send for FREE "Accounting Career Kit." No Salesman will call. *Accredited Member, National Home Study Council*

BOTH FREE

NORTH AMERICAN SCHOOL OF ACCOUNTING, Dept. W24312
4500 Campus Dr., Newport Beach, CA 92663
Rush FREE "Accounting Career Kit." No salesman will call.

NAME _____ AGE ____
ADDRESS _____
CITY _____ STATE _____ ZIP _____

A MODULAR CONCEPT FOR THE STUDY OF

TEAM TEACHING

by L. Jean York, Ed.D.

Research and Development Center for Teacher Education — The University of Texas at Austin

An individualized, programmed curriculum for pre-service and in-service trainees. A field-tested program in seven quality paperbound volumes, complete with pretest and posttest materials. Each volume contains a user's manual. Supplemental audio-visual materials available.

Team Teaching Modules:

I. Philosophy and Background
II. Roles of the Professional and Paraprofessional
III. Materials and Resources
IV. Grouping Children for Instruction
V. Team Teaching in the Nongraded School
VI. Team Teaching and Children's Progress
VII. Prerequisites for Planning Sessions

$19.60 (net) per set
[Single volumes $2.80 (net)]

THE LESLIE PRESS

111 Leslie St. Dept. TE
Dallas, Texas 75207

HOWARD SUMMER SESSION TOURS

THE ORIGINAL STUDY TOUR IN THE PACIFIC
TEACHERS MAY QUALIFY FOR TAX DEDUCTIONS

HAWAII 30 DAYS $469, plus $16 tax

Earn upper division credits while enjoying summer in beautiful Hawaii with the nationally famous Howard Tours; 24th annual year. University of Hawaii or San Francisco State College. With us you "live" in Hawaii, not just see it—you personally enjoy the very best of island fun, not just read about it. Price includes jet roundtrip from West Coast, Waikiki hotel-apartment with daily maid service, and most diversified schedule of dinners, parties, shows, beach activities, sightseeing, cruises, cultural events, etc.

APPLY: HOWARD SUMMER SESSION TOURS
526 Grand Avenue; Oakland, Calif. 94610

TEACH/LIVE IN THE WEST

Washington, Oregon, California, Alaska, Idaho, British Columbia
for comprehensive information service

WESTERN TEACHER PLACEMENT
P.O. Box 15237, Wedgwood Station
Seattle, Washington 98115

EUROPE BY CAR

45 ROCKEFELLER PLAZA, NEW YORK, N. Y. 10020
9000 SUNSET BLVD., LOS ANGELES, CALIF. 90069
SAVINGS ON CAR RENTAL • PURCHASE
FREE 72 pg CATALOG

could take a course in child psychology and at the same time visit classes for the emotionally disturbed where they might witness a youngster's acting-out behavior and see how an experienced teacher handles it. If the college students participate as well as observe in elementary and secondary classrooms, their education becomes more meaningful.

To deal with the aggressive, acting-out child in the school, Mrs. Landgraf recommends that schools set up special rooms where the hostile child may go for help. Here the youngster should be able to talk about his problems with someone who is nonjudgmental and nonthreatening, perhaps the school nurse or counselor. She recommends a team approach: classroom teacher; parents; counselor, school nurse, and other specialists all working together to discover the cause of the child's aggressive behavior.

Mrs. Landgraf emphasizes that "schools must not be punitive; they must be therapeutic."

William Ellena, executive director of the American Association of School Administrators (an NEA national associate), also advocates a team approach. He recommends that all the professionals in a school work on a collegial basis, bringing together whatever expertise or competence is needed to deal with a particular child. "Differentiated staffing is a probe in that direction," he says.

In dealing with the emotionally disturbed youngster, Dr. Ellena notes schools may need access to a host of specialists, including psychologists and psychiatrists. "School people know how to do much better than they can afford to do at the present time," he says.

Chief Brady of the Chicago system recommends that school districts—

- Set up a Department of Security (many systems already have a Department of Plant Security).
- Establish special classes at the elementary level and special schools at the secondary level for children who may become or already are problem pupils. (The Early Remedial Approach classes in elementary schools in Chicago are for children who are deficient in math and reading skills—many of whom might become serious discipline problems. The Social Adjustment Schools in the city are for older youngsters who have difficulty adjusting to life in a typical high school.)
- Distribute identification cards to high schoolers. (Since September 1969 every high school pupil in Chicago has

88 COUNTRIES! FREE (for 10¢ mailing)

Get this incredible collection of genuine postage stamps from 88 DIFFERENT COUNTRIES! Exotic lands, from Afghanistan to Zambia, North Pole to South Pole, British, French, Portuguese, Spanish Colonies. Ancient Stamps nearly 100 years old. New Issues. Airmails, Commemoratives, Moon and Outer Space stamps, plus many more. WORTH $3.00 AT CATALOG PRICES!

Also, other exciting stamps from our Approval Service, returnable without purchases, cancel privilege any time — but this valuable collection plus Big Illustrated Catalog are yours to keep FREE! Send 10¢ for mailing — TODAY!

H. E. HARRIS, DEPT. S-89, Boston, Mass. 02117

SPAIN — MEXICO

SIX UNITS COLLEGE CREDIT THRU UNIV. OF S.F.
Valencia, Spain—June 30 to July 29.....$325.00
Mallorca, Spain—June 30 to July 29.....$325.00
Guadalajara, Mex.—July 2 to Aug. 5.....$280.00
Includes board, room and tuition. Write for "Free" brochure.

FOREIGN LANGUAGE INSTITUTE
Box 444-X, RUNNING SPRINGS, CALIF. 92382

TRAVEL FREE—EARN CASH!

Positions as tour host now available. 3 and 4 wk. European tours. You go free with 4 or 5 persons from Atlanta & N.Y. $100 cash per person thereafter. Materials free. Write.

STUDENT TOURS INTERNATIONAL
225 Peachtree, Atlanta, Ga. 30303

GUADALAJARA SUMMER SCHOOL

University of Arizona will offer in Mexico, July 3-Aug. 12, anthropology, art, folklore, geography, history, government, language and literature. Tuition, $160; bd. and room, $190. Write Summer Session, University of Arizona, Tucson, Arizona 85721.

Available Feb. 1, 1972

PSYCHOLOGICAL EDUCATION FOR DRUG ABUSE PREVENTION

Film Modules and supportive materials produced for: N.I.M.H., N.Y. State Ed. Dept., N.Y. Narc. Addiction Comm.

Four excellent Self-Awareness film programs for:

Teacher Training
Parent Groups
High School Students
Elementary School Students (4, 5, 6 grades)

Write, indicating area of interest:

FILM MODULES DISTRIBUTION
496 Deer Park Ave.
Babylon, N.Y. 11702

STOP FALLS ON ICE
with new, patented never-slip SAFETY TREADS

work like studded snow tires to prevent falls on icy steps and streets. U.S. Army Labs tested-approved. All sizes, money-back guarantee. Send shoe size, with $4.98, plus 60¢ handling to: Dept. T

G. W. RUSSELL & ASSOCIATES, Ltd.
1536 Walnut St., Allentown, Pa. 18102

AROUND-THE-WORLD TOUR

Return by

Holy Land or Russia

23rd annual world tour. Complete sightseeing. Conferences with Heads of State, Ambassadors, Editors, Missionaries and peasants. 13 exotic countries of Asia and eastern Europe—see the HOLY LAND, Hawaii, Republic of China, Japan, Hong Kong, Philippines, Thailand, India, Nepal, Greece, Austria and Hungary, etc. Optional return via RUSSIA. July 4th departure. 6 wonderful weeks. Write for brochure.

BRYAN WORLD TOURS
1880-C Gage Blvd. Topeka, Kansas 66604

Fellowships for teachers in the

AMERICAN STUDIES PROGRAM

at Abilene Christian College cover cost of room, board, tuition, and fees for six semester hours of graduate study during the summer session. For details write: ACC Station, Box 8010, Abilene, Texas 79601.

BRAZIL RIO DE JANEIRO

4th ANNUAL SUMMER SESSION June 27-Aug. 5. Hist., geo., lit., art, lang., civ. & culture. Tours. Accredited by Un. of Arizona. Tuition: $220. Write: (overseas airmail)
Prof. R. J. Spock, Rio Summer School (IBEU)
Av. Copacabana 690—10 and.
Rio de Janeiro, BRAZIL

EUROPE

An unregimented trip stressing individual freedom. Low cost yet covers all the usual—plus places other tours miss. Unless the standard tour is a "must" for you, discover this unique tour before you go to Europe.

EUROPE SUMMER TOURS
255-A Sequoia Pasadena, California 91105

FREE CATALOG!

NEARLY 4,000 UNUSUAL BARGAINS
OPTICS • ELECTRONICS
PHYSICAL & ECOLOGICAL SCIENCES

Completely new, 1972 edition

New items, categories, illus. 148 pages packed with hundreds of general instructives, ecology items, largest assortment of pollution testing devices. Low-cost models, kits, projects for demonstration and student participation. Bargains galore. Write for free catalog "SD".

EDMUND SCIENTIFIC CO.
300 EDSCORP BLDG., BARRINGTON, N. J. 08007
Please rush FREE giant 1972 Catalog " SD "

Name_____

Address_____

City_____ State_____ Zip_____

1972 TEACHERS TAX GUIDE
REVISED AND ENLARGED EDITION

Most Comprehensive Educ. Deductions List in U.S.
IRS-Court Rulings Give Tax Breaks: Summer/Xmas Travel — 2nd Job — Home Office — Course Work — Sabbatical
——SCORES OF HIDDEN ITEMS TO SAVE $100's——
1971 GUIDE Sold in 50 States/to Over 200 Faculty Assns.
Enclose $3. (Include 30¢ - First Class Mail)
SPECIAL: Order of 10 or more — $2 per copy (if 1st Class — $2 per 10)
TEACHERS TAX SERVICE 407 16th Place, Costa Mesa, Calif. 92627

had such a card, containing a color picture of himself and his daily schedule. The cards are color-coded to indicate each student's lunch period.) Chief Brady says that these cards help school security officers pinpoint intruders in a building.

- Keep accurate records of all violent and destructive incidents that occur on school property.
- Maintain a force of security officers who "like young people and are able to know them as friends."
- Develop an alarm system so that those involved in violent incidents may receive prompt assistance from school or city security forces.
- Involve students, parents, staff, and the community in decision-making processes.

Dr. Patterson of the New York City school system believes school violence will continue until our nation eliminates its root causes—poverty, ignorance, discrimination. However, he says that schools must work on short-range solutions of the problem—establishing a security patrol composed of individuals who are sensitive to young people and setting up special schools for extremely aggressive children. Dr. Patterson also recommends that teachers and administrators receive training in self-defense and security so that they will be able to deal intelligently with emergencies and hostile pupils.

At least one course in this area has already been presented. In 1969-70, Millard Fillmore College of the State University of New York in Buffalo offered a controversial, no-credit workshop, Methods and Techniques of Working with Children in Conflict. Taught by Herbert L. Foster, associate professor of education, the course met for 12 weeks—six weeks of lecture and discussion and six of gym instruction in physical intervention techniques. The purpose of the workshop was to instruct participants in how to help youngsters control aggressive and out-of-control behavior and how to become sensitive to a child's early warning signals of impending overt aggressive behavior.

Participants practiced breaking up fights; falling without hurting themselves; and disarming a child attacking with a knife, scissors, or lead pipe. Throughout the sessions, participants were cautioned not to overuse force to contain a violent child.

The increase in assaults on teachers in the past few years is a symptom of the times: an era of increasing violence in America. □

How to Travel ...and Get Paid for doing it!

How would you like to spend your future in the exciting, romantic, rewarding business of Travel as a Travel Agent or Tour Guide? Picture yourself planning trips... discovering thrilling new places... traveling to far-off lands to see for yourself if the glowing pictures in the travel folders are true. Imagine seeing, exploring and telling others about "The Wonderful World of Travel"—and getting handsomely paid for doing it, too! *People who work full or part time in the Travel Industry enjoy privileges not available to the general public. They often travel free, or at greatly reduced rates with transportation, accommodations and food included.*

MAIL COUPON for
FREE "TRAVEL CAREER KIT"

We have prepared a "Travel Career Kit" for those who are interested in learning more about how they can become a part of this exciting, booming industry. This kit includes a 20-Page Booklet, "Opportunities in Travel," a Sample Lesson taken from our home-study course, plus full details on salaries, free travel, part time opportunities, etc. To get a copy FREE and without obligation, just mail the coupon. There is no cost or obligation to you, now or ever, and no salesman will call.

Miss Jane Henderson
North American School of Travel, Dept. 24312
4500 Campus Drive, University Plaza
Newport, California 92660

I am interested in learning more about how I can travel free... and get paid for doing it! Rush "TRAVEL CAREER KIT" including Booklet, Sample Lesson, plus full details on salaries, free travel, part time opportunities, etc. I understand there is no obligation on my part, now or ever, and that no salesman will call. Rush everything FREE and POSTPAID.

NAME_____ AGE_____

ADDRESS_____

CITY_____

STATE_____ ZIP_____

1972 HOWARD TOURS, INC.
OVERSEAS CAMPUS
SUMMER COLLEGE PROGRAMS

Teachers May Qualify For Tax Deductions.

Operated in cooperation with San Francisco State College and Russell College. Each course offers 2-4 upper division college units, for credit or audit, in humanities and social sciences. Your choice of pass/not pass or alphabetical grades.

HAWAII .....30 DAYS, ONLY $369
SPAIN .....30 DAYS, ONLY $579
JAPAN .....30 DAYS, ONLY $599
HONG KONG.....30 DAYS, ONLY $599

Prices include: Roundtrip airfares, accommodations, transfers, etc.

APPLY: HOWARD SUMMER SESSION TOURS
526 Grand Avenue; Oakland, Calif. 94610

GUAM USA

Two-year teaching contracts, 1972-74.

REQUIREMENTS
U.S. Citizenship, Bachelor's Degree with 18 semester hours Professional Education.

BENEFITS
Salary, transportation, shipment, housing.

WRITE
Associate Superintendent—Personnel
Department of Education, Box DE, Agana, Guam 96910.

ENGLAND

London: Economy tours arranged for groups, all ages, by old-established, B.T.A. recommended organization. Write:

JUNIOR TOURISM
52a Chester Square
London SW1W 9EA.
Telegrams: JUNITOUR, London.

AFTER ALL

Loyal NEA members confronted for the first time with the concept of unification may react by saying, "I have always belonged to my local, state, and national associations. But right at the moment I have what seems to me a good reason for refusing to belong to one of them. Why do you want to take away my right not to belong?"

We asked one of the NEA directors from Michigan, MARY LEITA CHRISTIAN, for suggestions as to how to answer this question. (Mrs. Christian is an elementary teacher in Walker Community School in Flint.) We share her answer with you:

This is a vital question, one bearing on the right of free association, the right to choose, the right to protest.

As I reply to this question, I like to make three points, each one briefly outlined here but open to much deeper analysis:

1. If teacher organization is to produce the development needed in the teaching profession and improve the quality of American education, it must operate in the three areas of influence —the local, state, and national. Consider, for instance, how state and national associations support a local when its negotiations reach a prolonged impasse, how local and national associations cooperate with a state program to improve the quality of education, or how the political activity of members of local and state associations gives added clout to a national legislative campaign.

In each area, organizational activity must mesh with that of the other two, as no one level of organization can long endure without the others. True strength is found only through unified effort.

2. Once an individual has chosen to become a teacher, he should accept the responsibility of working for his profession. The temptation may be great to be a freeloader and reap the benefits labored for by his colleagues. Today, however, the least that organizations can expect of a teacher is that he pay his dues. In varying degrees, we can then expect participation and leadership, often extending to a lifetime of service. What becomes increasingly difficult for the profession to accept is the individual practitioner who withholds even the minimum support.

Most teachers do decide to join, as the successful membership growth in unified states demonstrates. This is as it should be—a free choice. Where bargaining laws promote agency shop, the individual can choose not to join, providing he pays his share of the cost of representation and bargaining. What unification does away with is the possibility of partial fulfillment of responsibility by selective joining.

3. Selective "dropping out," this year from the local association, last year from the national, in some future year perhaps from the state, is generally a fruitless protest. It may satisfy an individual's desire to thumb his nose at the establishment, but it rarely causes change in the organization.

All members have a right to expect their associations to make decisions democratically, either by direct participation of members or through elected representatives. In turn, associations have the right to expect support from their members as long as the decisions remain association policy.

Individuals effect change when they discuss issues, work politically *within* the organization, elect capable representatives and officers to whom they communicate their opinions and desires and whom they hold responsible. As teachers, we suggest to our students that they learn to work within the establishment instead of copping out. Can we ourselves do less?

A member who withdraws loses his right to work for change. He isolates himself from the sources and streams of power. He becomes merely dead weight in the load to be carried by his colleagues.

A clear-cut analogy demonstrates that we are citizens of all three levels of our profession just as we are citizens of our town, our state, our nation. In each case, our full civic responsibility is to all levels of our profession as well as of our nation. We cop out at any level to the detriment of the whole and at our own peril.

Full, active involvement produces growth. Associations that have been drowning in their own apathy or that have been shortsighted often move to a new level of activity when discontented members dive in and work for a change. Inch by inch, they can move themselves and the whole profession forward.

Freedom of choice in associations still concerns the age-old alternatives of man: to drift or to swim; to perish or to work; to shrink or to grow. To every teacher comes his moment of choice. □

"Guess where I've got to go!"

The Trains of Europe

They'll take you to the heart of Europe.

They can whisk you, at speeds of over 100 miles an hour, between the great cities of Europe. And give you, en route, picture-window vistas of her hamlets, her winding rivers, her lofty mountains, and her romantic coastline.

They will also enable you to meet the Europeans. For they travel by train. With good reason. The Trains of Europe are clean and modern. And almost absurdly punctual. They traverse a network of over 100,000 miles of track that stretches across Europe. And they show you the Europe that isn't too visible from 30,000 feet, yet can speed you from city center to city center in less time than flying might take.

To get to the heart of the matter, see your Travel Agent. He'll tell you about the many money-saving ways of enjoying the Trains of Europe. Including Eurailpass, Eurailtariff, Eurailgroup, Student-Railpass, British BritRail Pass and Youth Pass. Meanwhile, send in the coupon for our new, illustrated brochure "The Trains of Europe."

European Railroads
Department 1E, Box 70
Lindenhurst, New York 11757

Gentlemen,
Please send me your free brochure, "The Trains of Europe."

Name_____

Address_____

City_____ State_____ Zip_____

My Travel Agent is_____

DO NOT DECIDE ON YOUR VACATION

GATEWAY HOLIDAYS/ GLOBUS
The Europe Charter Tour Book...
1972
ON 638 TOUR DEPARTURES
HALF-PRICE AIR FARE
compared to lowest 1971 scheduled airlines group fares
SECOND EDITION NOVEMBER 1971
All departures from New York

...Until you have read this book

- ✓ 2, 3, and 4-week tours
- ✓ Fully escorted motorcoach tours
- ✓ Eur-Own-Plan Tours with local hosts
- ✓ 47 different tour programs
- ✓ Choice of First-Class and Medium Quality Hotels
- ✓ Includes the GATEWAY/ GLOBUS "full refund" guarantee and protection of all payments by U.S. CAB approved security bond and trust account
- ✓ Complete Tour prices starting at $328.00 round-trip New York
- ✓ Lowest transatlantic jet charter fares via CAPITOL AIRWAYS, a U.S. certificated supplemental air carrier with weekend departures—April through October

The Year's Best Seller!

ALSO SPECIAL WEST COAST PROGRAM WITH DEPARTURES FROM LOS ANGELES, OAKLAND, AND DENVER.

You will profit from dramatic savings, but you will still get the same tours as elsewhere—the same itineraries, the same hotels, the same air-conditioned coaches, the same extras, **the same, the very same.**

CHARTER TOURS COST LESS THAN ANY OTHER NON-CHARTER TOUR no matter how cheap a group air fare it may offer.

Obtain this 122-page Book containing full details today—from your Travel Agent or from:

No membership requirements, no special dues to pay—these are ITC charters authorized by the CAB (U. S. Civil Aeronautics Board) for anyone booking a GATEWAY/GLOBUS Charter Tour.

GATEWAY HOLIDAYS®/ GLOBUS®

Gateway Holidays Bldg.
P.O. Box 235, Dept. 3C—TOE
Forest Hills, N.Y. 11375 Call (212) 268-7000

105-14 Gerard Place
P.O. Box 482, Dept. 3C—TOE
Forest Hills, N.Y. 11375 Call (212) 268-4711

Chicago: 8 S. Michigan 60603, Dept. 3C—TOE
Call (312) 726-0526 / Call (312) 782-1590

Los Angeles: 727 W. 7th Street 90017, Dept. 3C—TOE
Call (213) 485-8733 / Call (213) 622-1114

Blank Page
Intentionally
Inserted by
GWU Special
Collections

Money Saving
Educator's Discount

also

BRITANNICA'S FREE DRAWING!

For Your Personal Set

Many Great Prizes

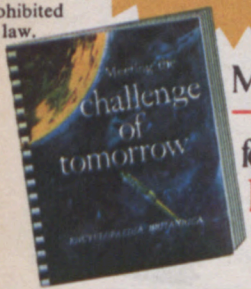
WIN FREE SETS

Encyclopaedia Britannica—new 24-volume edition.
Britannica Junior Encyclopaedia
—new 15-volume edition.

ENTER NOW! Nothing to buy. Just mail card—your name will automatically be entered in our Free Drawings.

Void where prohibited by law.

Winners will be notified by phone.



Mail this card now

for **FREE BOOKLET**

NO POSTAGE NEEDED

(detach here)

ENCYCLOPAEDIA BRITANNICA

Gentlemen: Please send me, *free and without obligation*, your colorful Preview Booklet, which pictures and describes the latest edition of ENCYCLOPAEDIA BRITANNICA—and complete information on how I may obtain this magnificent set, *direct from the publisher*, on the Book a Month Payment Plan - - - at a price that's *even less* than that offered to Schools and Libraries.

Name _____ *(please print)*

Home Address _____

City _____ State _____ Zip Code _____

Home Phone _____ 483-C County _____ SOC 3

MAIL TODAY • NO SIGNATURE NECESSARY

Money Saving
Educator's Discount

also
BRITANNICA'S FREE DRAWING!

For Your Personal Set
Many Great Prizes
WIN FREE SETS

Encyclopaedia Britannica – new 24-volume edition.
Britannica Junior Encyclopaedia – new 15-volume edition.

ENTER NOW! Nothing to buy. Just mail card – your name will automatically be entered in our Free Drawings.

Void where prohibited by law.

Winne
will be notifie
by phon

(detach here)

Mail this card now

for **FREE BOOKLET**

NO POSTAGE NEEDED

FIRST CLASS
PERMIT NO. 16850
CHICAGO, ILL.

BUSINESS REPLY MAIL

NO POSTAGE STAMP NECESSARY IF MAILED IN THE UNITED STATES

POSTAGE WILL BE PAID BY

ENCYCLOPAEDIA
BRITANNICA
425 N. MICHIGAN AVE.
CHICAGO, ILL. 60611